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How Does Student Self-Efficacy Affect Achievement?

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Abstract

This presentation highlights the systematic integration of teacher inquiry within the undergraduate special education program at the University of North Florida. Inquiry is embedded across courses each semester and put into practice in a variety of ways in our Professional Development Schools (PDS) network. In all, inquiry serves as a tool for capturing student learning as candidates collaborate with mentor teachers to intervene and meet the needs of diverse learners. During the Fall 2019 semester, I implemented high leverage practices, collected and analyzed data of my students' learning, and presented outcomes to my peers. By focusing on data-based decision making and designing instruction to meet the needs of struggling learners, my prospective knowledge of research supported practices improved. Additionally, the strategies and outcome of this inquiry helps to improve my teacher practice and abilities in the classroom.

Through this inquiry project, I focused on the correlation between students' self-efficacy, confidence, and perspective in an inclusion math class. Through analyzing student behaviors, I began to see a connection between the way the students feel about themselves and their achievement levels. Through literature review and strategy-based lesson plans, I found methods and strategies to implement to help improve a student's self-efficacy. Throughout the semester, the student's self-efficacy fluctuated per the different lesson plans, due to difficulty levels, but at the conclusion of the post-assessment, the trend lines showed an increased confidence level. Through research and the implementation of inquiry, it was found that student self-efficacy correlates directly to student achievement. Therefore, when teaching and implementing lessons with students of all abilities across all grades and classes, it is important to consider how to embed positive strategies to increase students' self-efficacy.

Table of Contents

Community Based Learning Site

Description of the Community Based Learning Site

The basis of this math inquiry project revolves around the students and community-based learning site of Lake Shore Middle School. Lake Shore Middle School is located on the West side of Duval County School District within Jacksonville City lines. Lake Shore Middle School is a public magnet Middle home to over one-thousand students in grades sixth, seventh, and eighth. Over the years, Lake Shore has had one of the largest enrollment statistics, even when doors opened in 1988. Of Lake Shore's student population, the demographics vary immensely. At a ratio of sixteen students to one teacher, the school is racially broken down into: 59.8% African American Students, 21.8% White students, 12.3% Hispanic students, and 2.2% Asian students. The remaining students are those who do not affiliate themselves with a single race. Of the entire student population, 43% of students have a documented disability and receive appropriate special education services according to their Individualized Education Plan (IEP). Additionally, 68.6% of all students receive a free or reduced lunch (Florida Department of Education, Schooldigger, 2019).

Within Duval County, Lake Shore is ranked 21st overall among 28 ranked middle schools. However, compared statewide, Lake Shore Middle School is ranked worse than 87% of all middle schools in Florida. These comparisons are ranked on the overall performance of the school based on test scores. The test scores vary by subject according to the tests of FSA, Florida's State Assessments.

For the FSA English Language Arts Assessment of 2019, 24% of sixth graders, 25% of seventh graders, and 30% of eighth graders met the standard passing score of the FSA. For the FSA Mathematics Assessment of 2019, 26% of sixth graders, 37% of seventh graders, and 20% of eighth graders met the standard passing score of the FSA. Overall, these testing standards are well below the average passing percentage both for Duval County and statewide (Florida Department of Education, Schooldigger, 2019).

Impact that the Community Based Learning Site Has on Students

On the basis of the findings and statistics reported above, Lake Shore Middle School is not known to be ranked one of the highest schools in Duval County or Florida overall. Based on the testing scores from the FSA for the past five years, the average number of students passing any of the different subject areas is below fifty percent.

Due to a low FSA passing rate, students are not likely to be on standard to their current grade level and curriculum. Therefore, this can impact their learning even further and cause them to fall even further behind. Additionally, as nearly three-fourths of the school receives free or reduced lunch, a great percentage of students come from a low socioeconomic status. This low socioeconomic status can further affect a student's education across many different platforms.

From interning within this Community Based Learning Site this past semester, this will greatly impact my experience of a future educator by primarily teaching students with different abilities. As nearly half of the school is recorded as having a documented disability and IEP, every teacher is bound to have a student with an exceptionality within their class. Many of the students at Lake Shore are not secluded to their CSS (Communication and Social Skills) self-contained classrooms but are immersed into an inclusion setting. Therefore, many of the general education teachers and settings are those of an inclusion setting. As a special education major, this is where my heart lies.

However, many general education teachers do not entirely understand the appropriate practices or procedures to working with students of all abilities. From this past semester at Lake Shore, the need to be very open about the appropriate accommodations and practices of working with students of all abilities is important. From this experience, it is importance to take away that special education teachers are more than just their self-contained classrooms. They are the backbone that help all students, no matter the ability level, to thrive.

Background of Students

For the basis of the entirety of this project, two students were tutored and worked with in a small group for instruction time. The pseudonyms Rebecca Malone and Jack Pearson are used to protect the confidentiality and information of both students. However, both student's data, information, and any work collected is valid; their names are simply changed for the protection of student confidentiality. Rebecca and Jack were chosen by Mr. Wilson, their pre-algebra teacher, for extra tutoring sessions due to their current grades and results of their placement exams for i-Ready.

Rebecca Malone

Rebecca Malone is a thirteen-year-old eighth-grader attending school at Lake Shore Middle School. This is her third and final year at Lake Shore. Currently, she is enrolled in her seven periods of school for the classes of: civics, computer science, health, Language Arts 3, Research, pre-algebra, and an engaging elective. Rebecca is of the African American race and descent. She does not have an Individualized Education Plan (IEP) nor does she qualify for any Exceptional Student Education (ESE) services at the moment. Additionally, Rebecca does not have a 504 plan for any other medical or intellectual concerns. Rebecca's file does not mention that she has ever been suspected to having a disability or has ever needed the support of any special education services.

For the current 2019-2020 school year, Rebecca has yet to miss a day of school resulting in a perfect attendance thus far. Additionally, Rebecca does not have any instances of official discipline during her entire schooling career. She has received zero referrals nor has she had to visit administration due to any recorded challenging behaviors. However, Rebecca has four early warning indicators on her file. These indicators are put in place to indicate that the student did not receive a passing score for the FSA exams of prior years. Rebecca has previously received a Level 1 Score for the English Language Arts FSA for both her sixth and seventh grade schooling years. Additionally, Rebecca received a Level 1 Score for the Mathematics FSA for both her sixth and seventh grade schooling years.

Rebecca is also being subjected to two Scholarship Warnings currently. Scholarship Warnings are a warning sent home to parents and families of the student. They are sent home if a student is failing one of the four core subjects for the eighth grade: Pre-Algebra, Language Arts, Civics, and Computer Science. Students need to

pass all four core subjects in order to progress to the ninth grade. These warnings are to alert the parents of the student and to attempt to improve the grades and work of the student in the subjects in which they are not passing. If a student begins to pass the subject, the Scholarship Warning will be retracted, and they will be allowed to progress into high school. Rebecca's Scholarship Warnings are currently in place for the subjects of Pre-Algebra and Language Arts (Appendix 1).

Based off of observations before the start of tutoring lessons, Rebecca does not take interest in the subject of math. Rebecca often acts out in whole group instruction and responds in an unprofessional manner to her teacher. However, she does not treat her fellow peers in this manner. Rebecca is also very talkative during class time, often missing the lesson to discuss and converse with her cousin that sits directly next to her. Despite her lack of work and engagement in math class, Rebecca completes all of her homework and does so accurately.

Jack Pearson

Jack Pearson is a thirteen-year-old eighth-grader attending school at Lake Shore Middle School. This is also his third and final year at Lake Shore. Currently, he is enrolled in seven periods of school for the classes of: civics, computer science, health, Language Arts 3, pre-algebra, research, and an engaging elective. Jack is of the African American race and descent. He does not have an IEP nor does he qualify for any ESE services at the moment. Additionally, Jack does not have a 504 plan for any other medical or intellectual concerns. Jack's file does not mention that he has ever been suspected to having a disability or has ever needed the support of any special education services.

For the current, 2019-2020 school year, Jack has yet to miss a day of school, also resulting in a perfect attendance thus far. Additionally, Jack does not have any instance of official discipline during his entire schooling career. He has received zero referrals, nor has he had to visit administration due to any recorded challenging behaviors. However, Jack has two early warning indicators on his file. These indicators are for the English Language Arts and Mathematics FSA for his seventh-grade year. Jack received a Level 1, not passing score, for both of these exams. Jack is also being subjected to two Scholarship Warnings currently. The Scholarship Warnings are currently in place for the subjects of Pre-Algebra and Language Arts (Appendix 1).

Based off of observations before the start of tutoring lessons, Jack is a very quiet, reserved, and shy student. He does not publicly answer questions to the class. However, during testing time, Jack will often lay his head down and avoid his work. Avoidance of taking the test results in a grade of a zero. Jack does not openly display any signs or instances of challenging behavior from these observations or during small group tutoring sessions. Jack was originally very shy during the first couple tutoring sessions but started to open up with time. He did not want to ask any questions but grew to understand that his questions and confusions were okay and addressed during the tutoring sessions.

Inquiry Question

Wonderings of the Inquiry Question

Student Confidence and Self-Efficacy piqued my interested greatly this semester as it appeared that many students at Lake Shore struggled with a growth mindset and positive attitude. These confidence issues affected who they felt they were as an individual person and as a student. Seeing and hearing how these students spoke of themselves upset me greatly, as many did not seem to care how lowly some students viewed themselves.

Mental health is so often overlooked in today's society. However, there should be a greater emphasis on these illnesses. Self-efficacy relates greatly into mental health. If there are low forms of confidence in oneself, then there will be low forms of positive attitudes in oneself. One must believe and think highly of their self in order to have high levels of achievement inside and outside of academics. Therefore, this inquiry project revolves around the levels of self-efficacy and different factors that affect a student's confidence of their self.

Throughout the semester of working with Jack Pearson and Rebecca Malone, they were asked to monitor their levels of confidence and self-efficacy pertaining to each individual lesson plan. The results were kept in a graph and data charts throughout the semester. Their results and explanation will be reported in the analysis of student issues section below.

Literature Review of Student Self-Efficacy

This math inquiry project is centered around the inquiry question, "How does a student's self-efficacy affect their overall achievement?" A student's self-efficacy is commonly defined "as the belief in one's capabilities to achieve a goal or an outcome" (Chandler, 2016). Overall, the idea of self-efficacy affects how students believe and view themselves in a specific area, such as an academic subject. Typically, students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated (Chandler, 2016).

Self-efficacy is an important factor in knowing your students and teaching as it pertains beyond just the achievement levels on a test or quiz. A student's confidence when taking these assessments and lessons in class will affect their overall achievement. If a student does not feel highly of themselves or their ability to complete a certain task, their achievement levels on those tasks decrease severely (Mechling, 2007). If a

student feels more highly of themselves or of their ability to complete a certain task, their average level of achievement increases greatly (Mechling, 2007). As a student's self-efficacy is a factor that directly correlates to their achievement in a class, knowing how to improve a student's view of themselves and the factors that can change self-efficacy is important in guaranteeing a better education.

One of the largest factors in promoting a student's self-efficacy is praise. By offering more extensive forms of praise, student's "own perception of self-confidence will flourish along with their emotion well-being (Maclellan, 2007, p. 10). Confidence is strongly linked to how well a student may perceive the world and themselves through their emotional well-being. A student's confidence also affects their emotional well-being. This can therefore be a factor that greatly plays into the formation or occurrence of mental illness.

Students need to feel confident and in touch with their emotions in order to succeed. However, school is not as important as mental health. A student's own health should be prioritized over their grades and schooling. A student's mental health can be improved when there is the ability to "promote self-confidence in the classroom" through forms of praise and compliments (Maclellan, 2017, p. 7).

Therefore, a student's confidence may heighten when there are more involved and heightened amounts of praise from a teacher or peer. This can also help to improve a student's mental health and lead to better grades and schooling. An educator can provide more extensive amounts of praise in the classroom by being specific in their praise (Poling, Smith, Taylor, & Worth, 2019). Specificity in praise helps students really focus on what they are doing well. Rather than simple off-handed comments of "that's good!", an educator should try to tell the student specifically where they are excelling. This specificity helps to improve a student's self-efficacy on that one aspect, something that they may really need to improve.

Aside from praise to increase intrinsic motivation, changing the physical environment of where the lessons and math tutoring took place can begin to influence the levels of confidence in students. Oftentimes, students are weary and not confident in whole-group settings, whereas they may thrive in small-group or one-on-one settings (Druckman, 1994). Changing the environment in which different lessons are taught can help to instill more confidence in the students.

Teachers can manipulate environmental variables in order to improve student confidence by "manipulating the environmental variables in order to manipulate

self-confidence ratings, performance behavior, or other factors" (Druckman, 1994). The physical environment in which the student is in and learning matters. Students need to feel safe in their environment and in their abilities in order to grow academically. Students will not want to work as much or as hard when they are placed and given an environment that does not stimulate academic growth.

While changing the environment can improve a student's self-efficacy, some students will prefer and learn better in different types of environments (Ison, 2001). Learning a student's individual preferences when it comes to the setting in which they learn is critical if the educator wants to manipulate the physical environmental factor.

Although the center of this math inquiry project is based on the curriculum and learning of eighth-grade pre-algebra, English language skills affect math skills. In pre-algebra and other math classes, students need to learn and understand a certain extent of English in order to complete the problems successfully. If a student struggles with the English language, "they are less likely to understand the domain-specific vocabulary found in specific classes" (Telbis, Helgeson, & Kingsbury, 2014).

If a student struggles with the English language, a student's confidence will begin to waiver and drop greatly (Telbis, Helgeson, & Kingsbury, 2014). When students are more confident in their reading and English abilities, they are more willing to go the extra step and succeed in other classes. If they are less confident in their English abilities, this will hinder their success in other classes. Educators can facilitate students outside of their reading or English Language Arts classes by working with their ELA teachers. Additionally, teachers can work with students who have difficulty in understanding the language in a more contained one-on-one setting.

One of the greatest factors found to improve student confidence and individual achievement in the classroom is through collaboration. Collaboration amongst teachers, staff, and students in classrooms has been proven to build student confidence (Ronfeldt, Farmer, McQueen, & Grissom, 2015). When students "have higher levels of collaboration [they] also have higher levels of student achievement" (Ronfeldt, Farmer, McQueen, & Grissom, 2015).

The use of collaboration within the classroom allows students to work with and alongside one another in a harmonious way. The students who are collaborating with one another can build upon each other's knowledge of specific subjects, lessons, and skills while simultaneously learning affective social and communicative skills (Poling, Smith, Taylor, & Worth, 2019). When students work with each

other to build upon their knowledge and their peer's knowledge, the student's confidence of that specific topic begins to increase over time.

Students begin to understand the difficulties their peers face are often similar to their own. Therefore, by working together, they are able to work through these difficulties with the help of both of their knowledges in order to solve the problems or lessons correctly. Through increased times of collaboration and peer interaction, "student's self-efficacy beliefs and persistence rates [have been] evaluated positively" (Poellhuber, Chomienne, & Karsenti, 2008, p. 42). Often times, many teachers tend to stray away from group work or collaborative work in classrooms in fear of students copying from each other, but they forget that they can also learn from each other and help each other positively.

Overall, the use of collaboration in the classroom helps students greatly improve their self-confidence and their self-concept over time (Nurhayati, Rosmaiyadi, & Buyung, 2017). Collaboration helps students relate themselves to their peers and gives them the dual perspective of working with other students. Self-efficacy is not the same as self-concept. Rather, self-efficacy acts as an "active precursor of self-concept development" (Bong & Skaalvik, 2003). While there are many differences between the two, "Both predict motivation, emotion, and performance to varying degrees" (Bong & Skaalvik, 2003). Therefore, it is important to note how student's individual self-efficacy can relate into their self-concept as it begins to develop over the years. Although collaboration has been proven to aid in student achievement, no single form or type of collaboration has been proven to more effective than another type. Simply, the use of collaboration in the classroom can help students build confidence over time.

Learning the different factors that builds a student's self-efficacy can help improve upon the student's learning, achievement, behavior, and mental health. The confidence levels that students have in their abilities needs to be addressed. Students ultimately should feel empowered by their education and their abilities, and not in a place of negativity. Therefore, throughout the semester, Jack and Rebecca's self-efficacy was measured in order to improve their concepts of themselves and their overall achievement in the math lessons.

Student Issues

During the semester, there were four main issues that affected the students of my tutoring group and many other students at Lake Shore Middle School. First and foremost is the idea of student self-efficacy and confidence. This issue inspired the creation of this inquiry project as I believed that student confidence affects more than just the academic achievement but mental health as well. As this idea intrigued me the most, I dedicated the most research into this student issue as mental health is a societal issue that is often overlooked in the school setting. The other issues that my students faced during the tutoring session were behavioral issues from Rebecca, proximity and collaboration issues from the two of them, and math-related issues.

Analysis of Self-Efficacy Issue

As the main issue represented through this project is the idea of self-efficacy, Jack and Rebecca's self-efficacy was monitored and tracked throughout the semester. The charts and graphs of their monitored levels of confidence can be found along with explanations in the conclusion aspect of this paper.

Analysis of Behavioral Issue

During the semester, when induced, Rebecca often acted out in explosive challenging behavior through the form of verbal aggression. Rebecca's teachers were and are aware of her challenging behavior, however, nothing has officially done to help alleviate her behaviors. Throughout the semester, for the Behavior Management class, we were to create and implement and intervention to help a student decrease their challenging behaviors.

For this Behavior Intervention Plan (BIP), I worked with Rebecca to try and decrease her instances of verbal aggression. In order to decrease Rebecca's challenging behavior of verbal aggression, we will work on replacing the verbal aggression with an appropriate replacement behavior. This replacement behavior will be responding to peers and adults in a positive manner, engaging in classroom discussion, and attending to tasks. Rebecca will respond to adults in a positive manner by replying with socially acceptable remarks and comments while refraining from profanity and racial slurs. In order to decrease Rebecca's target behavior, an intervention of Social Skills Training will be put in place to help with decreasing her challenging behavior.

Much of the research and literature states that verbal aggression is "attacking the self-concept of another person instead of, or in addition to, the person's position on a topic of communication" (Poling, Smith, Taylor, & Worth, 2019, p. 2). Verbal aggression is not easily changed through the learning of a replacement behavior if there is not additional social skills training. Social skills training adds in the benefits of training students, and children, appropriate ways to address themselves, peers, and adults in social situations. Therefore, the intervention of mini Social Skills lessons and training will be the intervention put in place to reduce Rebecca's challenging behavior of verbal aggression.

The social skills training will be conducted through a class like curriculum through the Unique Learning System (ULS) program. The ULS program is designed for students of all abilities and functionalities. ULS is already used within Duval county within the CSS classrooms, which allows for easy access and transition into the general education classroom in which Rebecca is in. Due to the connecting with CSS teachers at Lakeshore, ULS does not have to be an additional program added to Lakeshore and no extra cost must be addressed. Simply, we can transfer content and lessons to the computer we will be using to broadcast the social skills lessons in Mr. Wilson's classroom.

Many interventions have been implemented in the past to alleviate the challenging behavior of aggression and more specifically, verbal aggression. However, many have interventions have been deemed as successful for changing verbal aggression tendencies. However, "analysis [has] showed that the groups trained in social skills improved in social interaction by reducing disruptive behaviors, whereas the groups without social skills training showed no behavioral change" (Ison, 2001). These study results suggest that the addition of social skills training can be an efficient intervention for solving Rebecca's challenging behavior of verbal aggression.

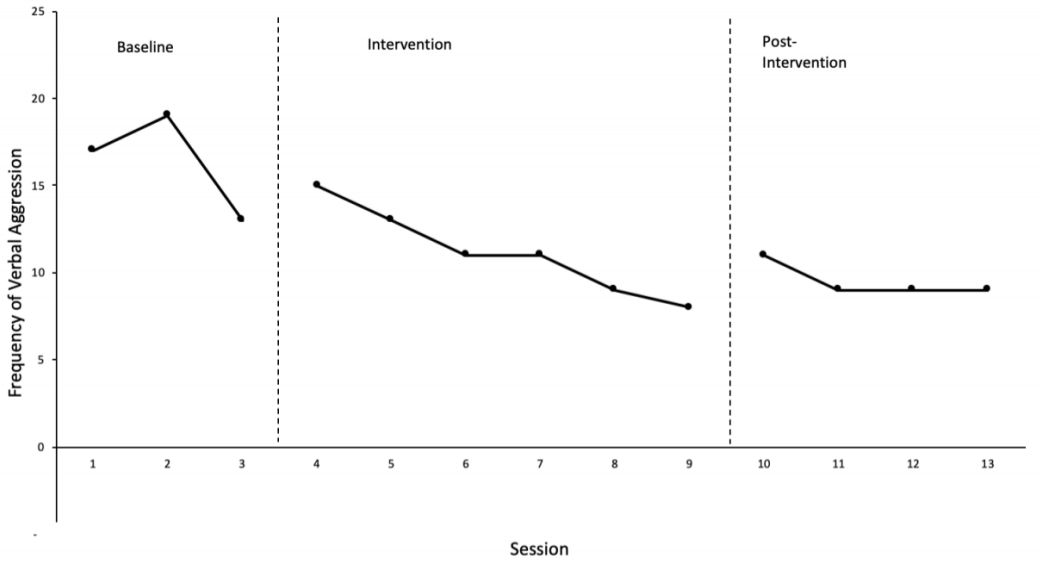
From the reading of the book, students acting out in challenging behavior through the form of positive reinforcement need to find an alternative and appropriate behavior that also utilizes positive reinforcement (Chandler & Dahlquist, 2014, p. 137). Through the social skills training, students will learn to employ appropriate social skills through different modes of communication and daily social examples. Additionally, the social skills training will work to teach students self-management and self-reinforcement of their skills and progress to learning appropriate social skills.

The Social Skills training and lessons are designed to teach Rebecca, and her peers, about appropriate communication amongst one another. Social skills can be broadened to beyond the needs of Rebecca, but this is not necessary for her specific verbal aggression. The social skills lessons will focus on appropriate communication and conversational practices between both peers of the same age, friends, and adults. The social skills intervention will take place at the beginning of Rebecca's third period pre-algebra class for about five to ten minutes (there cannot be any more time dedicated to the lesson in order to keep up with Mr. Wilson's pacing guide and curriculum for math). The videos will be shown on the Smartboard at the beginning of class. The videos will vary in time length, depending on the specific video shown for the day. Within the ULS Framework that is being utilized throughout Duval county, ULS uses the "Model Me Kids" Program to show evidence-based video modeling resources for students.

The intervention that was implemented was the addition of social skills training through ULS videos provided at the beginning of math lessons one time a week. Data was collected during the baseline analysis, intervention, and post-intervention. The data can be found in Appendix 2. The data includes three A-B-C data collection charts, event frequency charts for baseline, intervention, and post-intervention data.

During the course of the intervention, Rebecca's instances of verbal aggression have decreased. In the end, the BIP was successful. This can be determined by the graph and chart (below) of the data collected before the intervention, during the intervention, and post-intervention.

Session	Bx	Notes
1	17	Baseline
2	19	
3	13	
4	15	Intervention
5	13	
6	11	
7	11	
8	9	
9	8	
10	11	Post-Intervention
11	9	
12	9	
13	9	



Compared to the baseline data, Rebecca was averaging at 16.3 instances of verbal aggression during the time of her math class. During the three-week intervention process, Rebecca was averaging at 9.3 instances of verbal aggression. During the post-intervention data collection, Rebecca was averaging at 9.5 instance of verbal aggression. When comparing the data to the baseline data, Rebecca's instances of verbal aggression have decreased. With this decrease in the number of instances, the BIP intervention was successful in reducing Rebecca's challenging behavior of verbal aggression.

During the intervention process, Rebecca was unaware that there was an intervention being conducted on her behavior. This was done as Rebecca often acts oppositional and was requested by her Mentor teacher not to tell Rebecca. With no knowledge of the intervention, Rebecca responded as she would have in a natural environment. Rebecca believed that the social skills videos were "lame" but she still paid attention during them.

However, her mentor teacher was not in accordance for the implementation of the BIP. On some of the intervention days, he did not allow us to watch the social skills videos as a whole class. Rather, during our small group time for math tutoring and lessons, we would watch the videos with her and one other student. This was the only other way to ensure the implementation of the intervention. Other students were also not aware of the intervention, but they were excited to watch the videos every Monday and Wednesday. However, I believe that they would have been excited for anything other than math and their mentor teacher's teaching them. During the

discussions on the days the intervention was implemented during whole group, most of the other students participated and enjoyed the discussion.

Overall, I am positive that this intervention helped improve Rebecca's social skills and helped decrease her instances of verbal aggression. The largest barrier in implementing the intervention was the mentor teacher that I worked with. Initially, he was more lenient and was okay with the whole group instruction and intervention, but then randomly changed his mind one day. Additionally, he was not confident that the intervention would help Rebecca or anyone else. His negativity towards the implementation of the intervention was not helpful during the process and made me doubt how much the intervention would actually work.

During the last week of Field Experience, I plan on sharing the results of this intervention with her mentor teacher to show her improvement with her verbal aggression. There is power in data and results and I hope this will influence her teacher to become more open towards new ideas and positivity in the classroom.

Analysis of Proximity and Collaboration Issue

To address the issue of proximity and collaboration, Jack and Rebecca were given opportunities to collaborate with one another for the beginning lessons. However, as time continued, collaboration did not occur due to an option, but as a requirement. Opportunities for collaboration became mandatory as a collaboration model of teaching increases self-efficacy for students. Additionally, learning to collaborate effectively with peers will benefit Jack and Rebecca immensely for future classes and life beyond school.

Initially, Jack and Rebecca were very hesitant to work with one another. They would always choose to work on the opposite side of the table from one another if given the chance, or far away from one another in regard to proximity. However, they began to warm up to one another as the semester progressed. As they began to become more comfortable with one another, more conversation began to pick up amongst one another. The small talk to and from the library was a nice addition to previously silent walk.

Additionally, I believe that they both came to enjoy working with one another on the worksheets. Rather than going through the guided worksheets and comparing their answers to mine, they would compare answers. If they got something different from one another, I would step in and conclude who has the

right answer. The student with the right answer would help the other student figure out where they went wrong in the process. This helped them with their math skills as they had to explain their process. Overall, throughout the semester, both Jack and Rebecca improved their collaboration skills by working with one another in this small group environment.

Analysis of Math-Related Issues

Throughout the semester, it was apparent that both Jack and Rebecca had some math-related issues that deterred them from learning math effectively in their general-education pre-algebra class. Both students do not have an IEP and do they have a documented disability. Therefore, their math related issues do not stem from the presence of a diagnosed disability.

Throughout the semester as Jack and Rebecca were being tutored, their math related issues were taken in account for the development and implementation of the lesson plans. Their improvement with this issue can also be found in the conclusion and post-assessment sections of this paper. These sections indicate how well that Jack and Rebecca both performed throughout the semester and through their post-assessment results.

Identification of Teaching Strategies

To address some of the student issues addressed above, self-efficacy, behavioral, proximity and collaboration, and math-related issues the following teaching strategies and interventions were researched after getting to know the students, but before the physical start of lesson planning.

Initially, before starting the pre-assessment and lesson-planning, it is important to connect with your students. Building a rapport with your students helps create connections and establishments with your students. If the students do not have a good relationship with their educator, there is a less likely chance of them wanting to learn and succeed in that particular subject. By starting the semester by getting to know the students, Jack and Rebecca will feel more respected and more validated. Additionally, the more that we get to know the students, the more invested they will become in school.

Getting to know our students is the basis of the learning. Learning who our students are benefits them as we learn to differentiate instruction that is individualized to them specifically. From the article, "Getting to Know Your Students: The Importance of Learning Students' Thoughts and Feelings in Physical Education" stems outward from just P.E. classes. Overall, the article conveys the message that students' feelings, thoughts, and attitudes will generally determine their interest and participation levels within the class, no matter the subject (Fisette, 2010, p. 43). Encouraging students to have a voice in their education can overall expand their experience in all fields of education.

Getting to know your students can extend into many different ways. This can be through first learning their names. Referring to the students as their names when talking to them helps to build the rapport with students as there is a higher level of respect exchanged between one another. Additionally, sharing goals, getting to know the student's background, and sharing personal artifacts, if the students want can help to build this relationship with the students (Chappel & Strutchens, 2001). Lastly, building a strong foundational relationship with your students will help them reduce the need for the demonstration of challenging behaviors throughout the semester.

Aside from getting to know your students, learning how to praise students effectively will benefit their engagement, mental health, and willingness to learn (Bong & Skaalvik, 2003). The use of appropriate and solicited feedback helps a student increase their confidence and self-efficacy majorly while also working to eliminate any

challenging behaviors demonstrated by the students. By intrinsically motivating students through praise, they will become more motivated and determined in their work to continue to produce praise-worthy work (Bong & Skaalvik, 2003).

When praising students of their work, try to refrain from a simple commentary of one worded replies. Instead, try to specify the reason for the comment. If a student worked hard on a worksheet despite struggling with the content, rather than telling them that they good a job working through and on the worksheet, you could say "I appreciate your hard work and effort on working on this worksheet. I know that it was difficult, but that did not stop you!"

Students appreciate knowing what they did well and how they did it. There is no "connection with the students if there are only simplistic comments" (Jenkins, Stein, & Wysocki, 1984). Aside from the praise that can be demonstrated to our students, the feedback in which we deliver to them also matters.

When asking students their feedback or opinion on different aspects of the lesson, it is important to try to refrain from simple questions that can be answered with a "yes" or a "no" (Nurhayati, Rosmaiyadi, & Buyung, 2017). Rather, it is important to ask students to explain their reasoning to the answer. For example, if asking a student if they understand the lesson, try to refrain from simply asking "Did you understand that lesson?". Try rephrasing the question and feedback by asking "What areas in the lesson did you find the easiest to learn? Which areas did you find the hardest to learn?"

These open-ended questions stimulate thinking and good reasoning practices for the students. Additionally, the teacher can learn more about the student and the areas in which the student was more confident or less confident in their work. "The feedback in which is given to students matters" (Powell & Kusuma-Powell, 2011). Students oftentimes aim to make you proud and showing your emotions through appropriate feedback can help a student build their self-efficacy.

When establishing and creating lesson plans, many students are familiar with the modernized technology that so many schools have adopted. At Lake Shore, almost every classroom has their own set of computers for the students to use. The students are also required to use online learning programs such as i-Ready and Achieve-3000 to extend their learning in the classroom.

As the access to educational technology tools has improved remarkably in schools, the integration of utilizing the technology appropriately is an important teaching strategy that cannot be overlooked. Additionally, not utilizing technology

throughout the lesson plans does not create best practice for students, as it would only create barriers for their learning. The use of technology in classrooms "allow[s] students to work more productively than in the past, [and] the teacher's role in technology-rich classrooms is more demanding than ever" (Keengwe, Onchwari, & Wachira, 2008, p. 2).

Throughout the lessons created, it will be important to embed some sort of technology-based instruction. The entirety of the lessons do not need to be taught through the use of a computer or other technology, but some incorporation of the technology will improve learning environments by providing a more "constructive, collaborative, intentional, conversational, contextualized, and reflective learning environment" (Keengwe, Onchwari, & Wachira, 2008, p. 2).

In order to address the student issues of proximity and collaboration, a collaborative model of teaching can be used in the small-group lessons. When teaching, whether it be in small-group instructional time or a whole-group setting, there "should be opportunities for collaboration present" (Poellhuber, Chomienne, & Karsenti, 2008). The collaboration opportunities may change in form depending on the lessons, but students should almost always have a chance to collaborate with their peers for each lesson.

Collaboration helps students build rapport and relationships with one another (Nurhayati, Rosmaiyadi, & Buyung, 2017). The relationships that students form with each other helps to build the classroom environment. If students are "unaware of how to be harmonious with one another, then this lack of harmony will transfer to the entire state of the classroom" (Nurhayati, Rosmaiyadi, & Buyung, 2017).

During the small-group settings, a collaboration model can be established by having Jack and Rebecca work with one another during their guided worksheets. The collaboration opportunity will become available towards the latter half of the lessons, once the basis of the lesson has been taught and they are working on their worksheets. Rather than working independently, they will learn to work alongside and with each other in order to improve their relationship with one another while simultaneously building their math knowledge on that specific subject.

Lastly, to address the math-related student issues multiple different teaching strategies will be implemented. The initial lesson plans will revolve around the topic of place value for both whole numbers and numbers with decimals. For these lessons, different manipulatives will be used to demonstrate the different place value

notations. The manipulatives that will be used are the place-value blocks that show the different place values. These manipulatives are physical cues that help students pair the semi-concrete knowledge and problems on the paper with a concrete manipulative (Sowell, 1989).

By seeing how the different numbers break down into the smaller parts and making the connection between the different base values, Jack and Rebecca will be able to relate the numbers on the paper to the physical manipulative in front of them (Marsh & Cooke, 1996). The visual cues in front of them will help them better visualize the numbers and how they look.

In multiple lessons further along in the semester, Jack and Rebecca will be asked to add, subtract, and multiply numbers with decimals. For these lessons, they will be using a graph paper alignment method. This teaching strategy will help Jack and Rebecca visualize where the different numbers should be placed and aligned when they are working through the steps of the problems (Wichita Public Schools, 2014).

By using the graph paper, they will be able to better comprehend the steps of the problems as there will be less room for confusion on the placement of the numbers throughout the process. The graph paper strategy will be utilized during the teaching of the lesson and the guided worksheets. However, for the formative assessments, Jack and Rebecca will have the option of using the graph paper or using another sheet of scrap paper to complete the quizzes.

Lastly, one more teaching strategy may be used to help alleviate math-related issues when teaching the lessons throughout the semester. During the multiplication with decimals lesson, the last lesson before the review and post-assessment, Jack and Rebecca will be provided a multiplication table. The lesson was not a focus on the learning and memorization of multiplication facts. The lesson focused on the correct process to multiply numbers with decimals, with a greater focus on numbers that are greater than one digit or one place value. Therefore, they will be provided a table so there will be a greater focus on "learning the material of the lesson" rather than focusing on the "memorization of the multiplication facts" (Chappell & Strutchens, 2001).

These teaching strategies and interventions may be used throughout the lessons plans in order to address the four issues identified in the students. These issues are related to self-efficacy, behavioral, proximity and collaboration, and math-related issues.

Student Pre-Assessment and Diagnostic Data

There are three forms of data being analyzed to create appropriate lesson plans that are on Rebecca and Jack's abilities. The first data analyzed by the school and Duval is through the i-Ready program. The i-Ready Diagnostic assessment programs monitor and collect data on students in two subjects: math and reading. i-Ready is a "web-based adaptive diagnostic assessment and instruction program. i-Ready assesses reading [and math] skills to the sub-domain level" in order to prescribe differentiated Common Core instruction (i-Ready Curriculum Associates, 2019). i-Ready programs have been adapted by Duval County to help facilitate students in achieving success. This program also helps educators determine and monitor student's areas of need and if they have specific difficulties within an overall subject or smaller sub-domain.

i-Ready diagnostic assessments are tracked three primary times throughout the schooling year. Once, during the initial pre-assessment during the fall, once in the winter, and once in the spring. Both Rebecca and Jacks' files show the diagnostic data from the past four assessments: Fall 2018, Winter 2018, Spring 2019, and Fall 2019.

Secondly, at the end of every school year during April, students take the FSA (Florida Standards Assessment). These FSA tests are implemented to "help Florida Students succeed… by measuring education gains and progress" (Florida Department of Education, Florida Standards Assessment, 2019). Beginning in third grade, students will take an FSA test in both English Language Arts (ELA) and Mathematics. During the fifth and eighth grades, students will also take a statewide science assessment. Aligned with the FSA, students will also take an end-of-course assessment (EOC) in both Algebra 1 and Geometry when they have finished the class (Florida Department of Education, Florida Standards Assessment, 2019). A score of a three or higher indicates that the student has passed the FSA and is prepared to transition into the next grade. A score below a three indicates that they student has not passed that specific test and does not meet the standards of that test.

Lastly, the i-Ready and FSA data alone do indicate fully where the students are with their current math skills and abilities. Instead of using the overarching large subdomains of the i-Ready and FSA data, a pre-assessment was created to analyze more specified and individualized math skills and topics being used. This twenty-question assessment was divided into seven categories: place value recognition, writing the names of numbers with decimals, rounding decimals, changing fractions to decimals, changing decimals to fractions, adding and

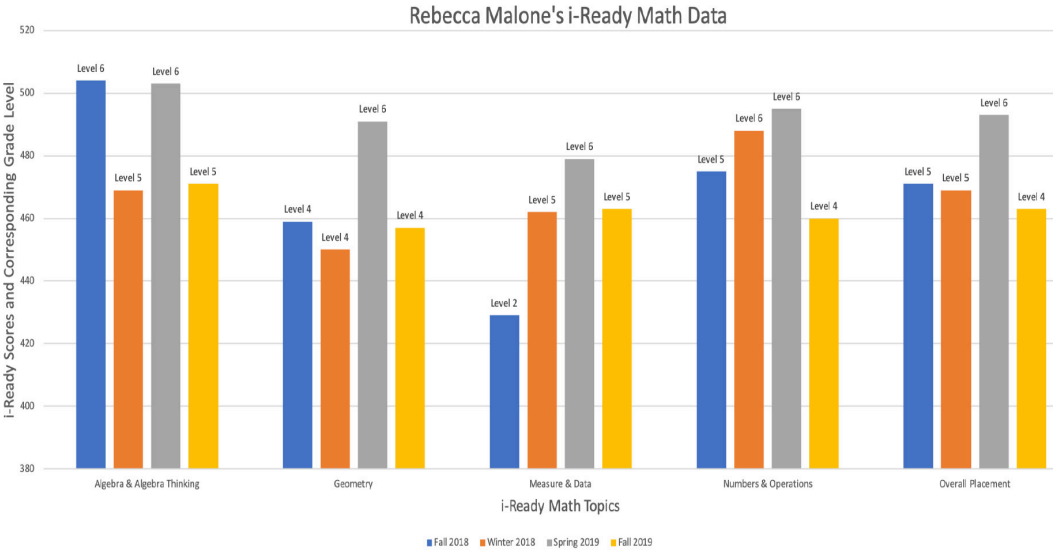
subtracting numbers with decimals, and multiplying numbers with decimals. This pre-assessment was designed and chosen by Mr. Wilson, Jack and Rebecca's pre-algebra teacher. These topics were chosen as they strongly build the foundation for what they will be learning all year in pre-algebra. Therefore, these topics are essential in understanding their math class this year and achieving success. After the pre-assessment was taken and analyzed, the lesson plans were more accurately created to reflect the needs of the students based on these individual topics.

i-Ready Data

Rebecca Malone's i-Ready Data

Math i-Ready Scores	Fall 2018	Winter 2018	Spring 2019	Fall 2019
Algebra & Algebra Thinking	504	469	503	471
Geometry	459	450	491	457
Measure & Data	429	462	479	463
Numbers & Operations	475	488	495	460
Overall Placement	471	469	493	463

Math i-Ready Levels	Fall 2018	Winter 2018	Spring 2019	Fall 2019
Algebra & Algebra Thinking	Level 6	Level 5	Level 6	Level 5
Geometry	Level 4	Level 4	Level 6	Level 4
Measure & Data	Level 2	Level 5	Level 6	Level 5
Numbers & Operations	Level 5	Level 6	Level 6	Level 4
Overall Placement	Level 5	Level 5	Level 6	Level 4



Rebecca's overall placement has fluctuated between levels four and six since last Fall. Last fall, Rebecca was placed at a Level 5 for her overall math i-Ready score. Rebecca scored highest, overall, last spring when she was at a Level 6. Currently, Rebecca has tested at a Level 4. This level corresponds with her overall math ability and understanding is at a fourth-grade level, based off of fourth grade standards.

i-Ready's math placement is further divided into four subcategories to track and analyze levels of success and need for each individual student. Under the 'Algebra and

Algebra Thinking' subtitle, Rebecca is currently at a Level 5. Her levels have fluctuated since last fall, starting at a Level 6 and dropping to her current Level 5. Under the 'Geometry' subcategory, Rebecca is currently at a Level 4. Her highest Level for Geometry was during spring 2019, where her maximum hit a Level 6.

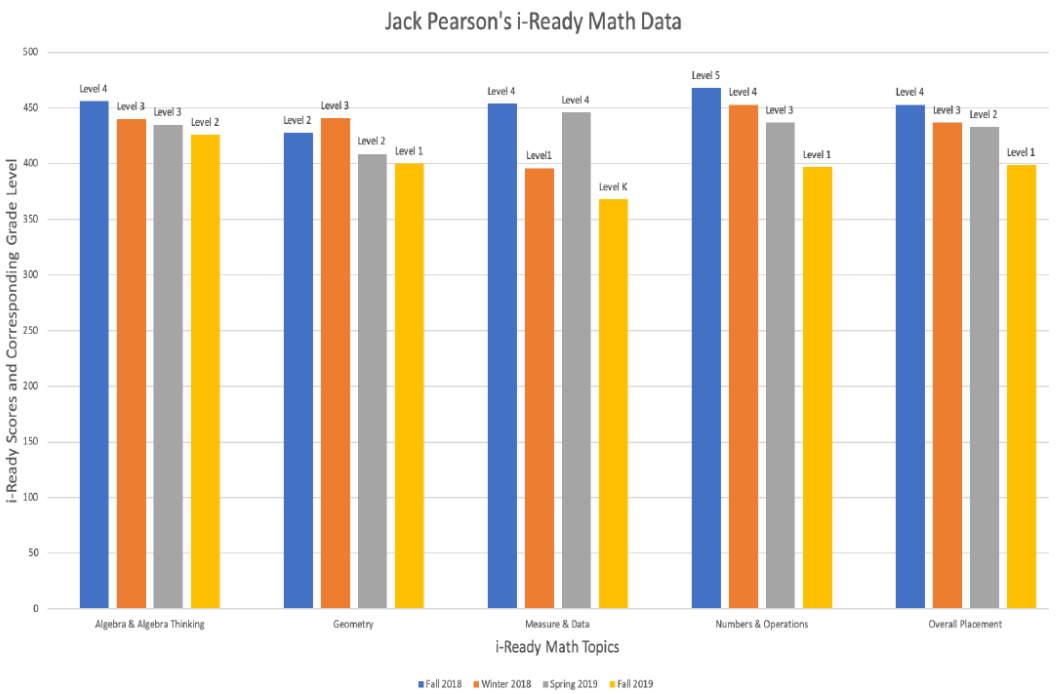
Under the 'Measure and Data' subtitle, Rebecca is currently at a Level 5. Over her three assessments, Rebecca has shown the greatest improve starting at a Level 2 last fall and testing at a Level 5 currently. The last subcategory, 'Numbers and Operations' Rebecca is currently at a Level 4 according to her Fall 2019 placement. Over the past three assessments, Rebecca has decreased from Levels 5 and 6.

Based off of Rebecca's current and past year's i-Ready Data, Rebecca needs to focus on working on all four sub-domains of her math assessment as she is currently residing below grade level. Currently, based off of her i-Ready diagnostic assessment data, it is imperative to focus on building Rebecca's core math foundations found in the fourth and fifth grades in order to build her math level and progress.

Jack Pearson's i-Ready Data

Math i-Ready Score	Fall 2018	Winter 2018	Spring 2019	Fall 2019
Algebra & Algebra Thinking	456	440	435	426
Geometry	428	441	409	400
Measure & Data	454	396	446	368
Numbers & Operations	468	453	437	397
Overall Placement	453	437	433	399

Math i-Ready Levels	Fall 2018	Winter 2018	Spring 2019	Fall 2019
Algebra & Algebra Thinking	Level 4	Level 3	Level 3	Level 2
Geometry	Level 2	Level 3	Level 2	Level 1
Measure & Data	Level 4	Level 1	Level 4	Level K
Numbers & Operations	Level 5	Level 4	Level 3	Level 1
Overall Placement	Level 4	Level 3	Level 2	Level 1



Jack's overall placement has decreased by three levels since last Fall 2018. Last fall, Jack was placed at a Level 4 for his overall math i-Ready score. Since the past three placement testing, Jack has dropped one level each time. Currently, Jack has tested at a Level 1. This level corresponds with his overall math ability and understanding is at a first-grade level, based off of first grade standards.

i-Ready's math placement is further divided into four subcategories to track and analyze levels of success and need for each individual student. Under the 'Algebra and

Algebra Thinking' subtitle, Jack is currently at a Level 2. His levels have fluctuated since last fall, starting at a Level 4 and dropping to his current Level 2. Under the 'Geometry' subcategory, Jack is currently at a Level 1. His highest Level for Geometry was during last Winter, where his maximum hit a Level 3.

Under the 'Measure and Data' subtitle, Jack is currently at Kindergarten Level. Over his three assessments, Jack has fluctuated greatly for his measurement and data, as he started at a Level 4, dropped to Level 1, increased to a Level 4 again, and currently is at a Kindergarten level. The last subcategory, 'Numbers and Operations' Jack is currently at a Level 1 according to his Fall 2019 placement. Over the past three assessments, Jack has dropped considerably from a Level 5 to his current placement.

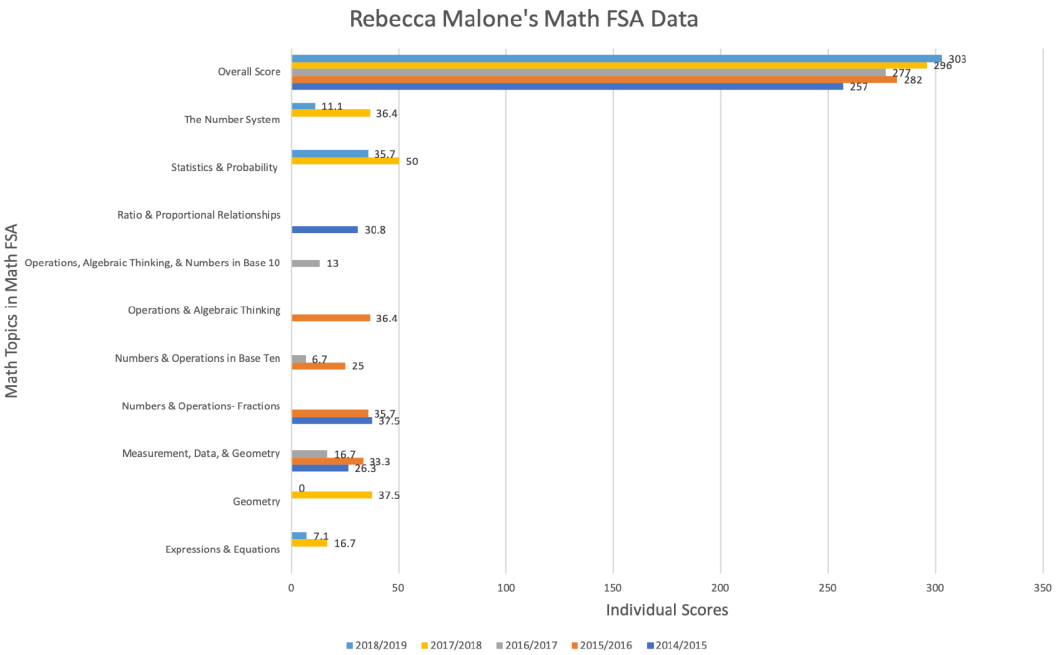
Based off of Jack's current and past year's i-Ready Data, Jack needs to focus on working on all four sub-domains of his math assessment as he is currently residing below grade level. Currently, based off of his i-Ready diagnostic assessment data, it is imperative to focus on building Jack's core math foundations in order to build his math level and progress.

FSA Data

Rebecca Malone's FSA Data

MATH FSA	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Expressions & Equations				16.7	7.1
Geometry				37.5	0
Measurement, Data, & Geometry	26.3	33.3	16.7		
Numbers & Operations- Fractions	37.5	35.7			
Numbers & Operations in Base Ten		25	6.7		
Operations & Algebraic Thinking		36.4			
Operations, Algebraic Thinking, & Numbers in Base 10			13		
Ratio & Proportional Relationships	30.8				
Statistics & Probability				50	35.7
The Number System				36.4	11.1
Overall Score	257	282	277	296	303

Math FSA Level	Level
3rd Grade: 2014/2015	1
4th Grade: 2015/2016	1
5th Grade: 2016/2017	1
6th Grade: 2017/2018	1
7th Grade: 2018/2019	1



According to Rebecca's file, all five of her math FSA scores and levels have been kept and recorded since she began taking the FSA in her third-grade year of 2014-2015. Rebecca has consistently maintained a Level 1 Score for all five math FSAs since her

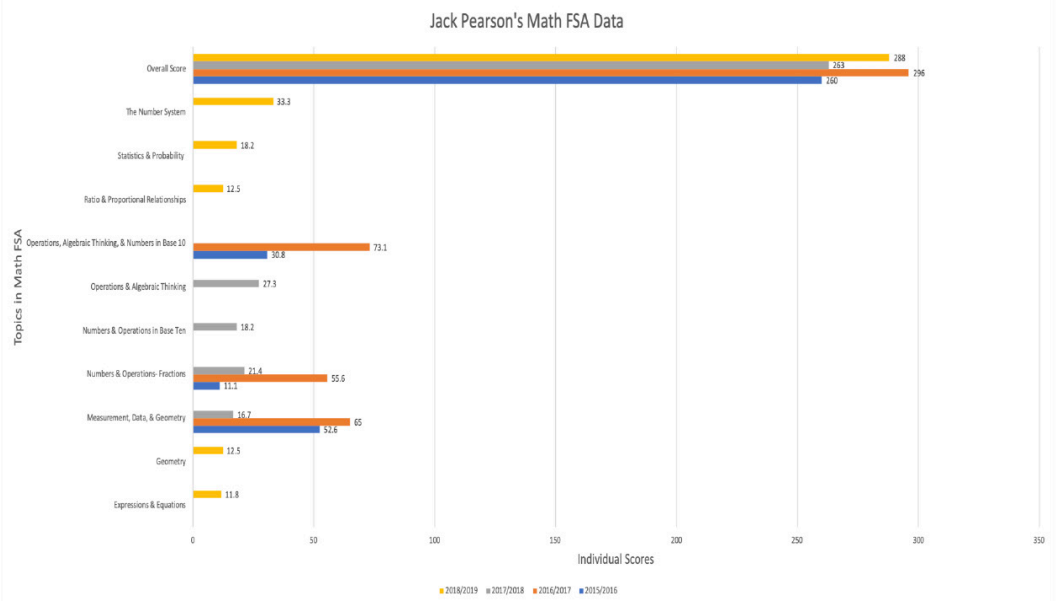
third-grade year until last year, her seventh-grade year. Her data between the sub-domains varies greatly between the years, as well as the different domains tested during her different grade years. However, the areas of great need include: geometry, numbers and operations in base ten, fractions, and expressions and equations.

As Rebecca has not met the state requirements for the passing level for her FSA, this indicates that she has not learned the math skills and standards from her third-grade year and beyond. This FSA date indicates that Rebecca needs to focus on specific math skills and domains beginning in the third grade or prior in order to build the appropriate foundation to understand higher-level math.

Jack Pearson's FSA Data

MATH FSA	2015/2016	2016/2017	2017/2018	2018/2019
Expressions & Equations				11.8
Geometry				12.5
Measurement, Data, & Geometry	52.6	65	16.7	
Numbers & Operations- Fractions	11.1	55.6	21.4	
Numbers & Operations in Base Ten			18.2	
Operations & Algebraic Thinking			27.3	
Operations, Algebraic Thinking, & Numbers in Base 10	30.8	73.1		
Ratio & Proportional Relationships				12.5
Statistics & Probability				18.2
The Number System				33.3
Overall Score	260	296	263	288

Math FSA Level	Level
4th Grade: 2015/2016	1
5th Grade: 2016/2017	1
6th Grade: 2017/2018	1
7th Grade: 2018/2019	1



According to Jack's file, four out of the five FSA tests that he has taken have are recorded, beginning during his fourth-grade year of 2015-2016. Jack has consistently maintained a Level 1 Score for all five math FSAs since his fourth-grade year until last year, his seventh-grade year. His data between the sub-domains varies greatly between the years, as well as the different domains tested during his different grade

years. However, the areas of great need include: expressions and equations, geometry, numbers and operations in base ten, ratio and proportional relationships.

As Jack has not met the state requirements for the passing level for his FSA, this indicates that he has not learned the math skills and standards from his fourth-grade year and beyond. This FSA date indicates that Jack needs to focus on specific math skills and domains beginning in the third grade or prior in order to build the appropriate foundation to understand higher-level math.

Pre-Assessment Results

Math Pre-Assessment	Rebecca Malone	Jack Pearson	Total Questions
Place Value Recognition	0	0	4
Writing Numbers in English with Decimals	0	1	2
Rounding Decimals	0	0	3
Changing Fractions to Decimals	0	0	3
Changing Decimals to Fractions	0	0	2
Adding/Subtracting Decimals	0	3	3
Multiplying Decimals	0	0	3
Total Correct	0%	20%	

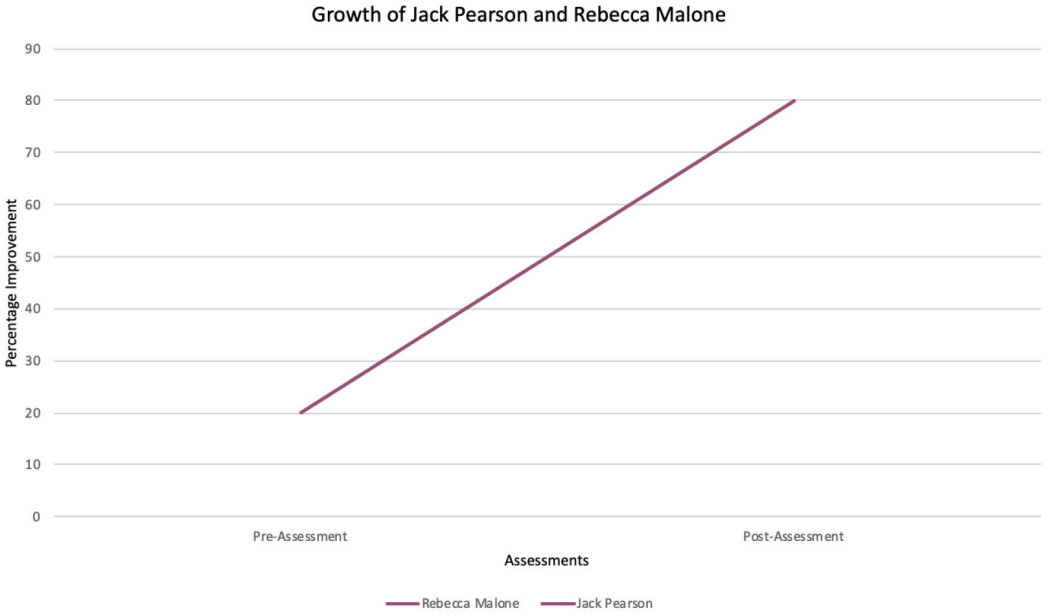
Overall, both Rebecca and Jack did not perform on grade level with these foundational skills for pre-algebra. Rebecca received a score of zero percent, not getting any of the questions correct. Therefore, Rebecca needs to focus on all seven math topics in order to correctly build the foundation of math that she needs in order to succeed in pre-algebra.

Jack received a score of twenty percent, only getting four of the twenty questions correct. Jack's greatest area of success was with adding and subtracting decimals. However, Jack will also need to focus on all seven areas in order to build his math foundational skills better.

The pre-assessment questions are on a fourth or fifth grade standard and level. As both Rebecca and Jack showed that these are their areas of needs, the tutoring sessions will be based off of their need in these areas. Although Rebecca and Jack are in the eighth grade, their math readiness and ability is not aligned with their eighth-grade placement. Therefore, the tutoring sessions will revolve around the standards and objectives that align with these seven topics in math in order to improve their math ability.

Post-Assessment Results

Math Post-Assessment	Rebecca Malone	Jack Pearson	Total Questions
Place Value (Whole Numbers) Recognition	3	3	3
Place Value (Decimals) Recognition	3	3	3
Writing Numbers in English with Decimals	0	0	2
Rounding Decimals	1	1	3
Adding Decimals	3	3	3
Subtracting Decimals	3	3	3
Multiplying Decimals	3	3	3
Total Correct	80%	80%	(Out of 20)



For the post-assessment results, both Jack and Rebecca improved drastically. Jack and Rebecca both received a 20% on their initial pre-assessment. They both received an 80% for their post-assessment results. Based on the results, both Jack and Rebecca missed the same type of questions: writing numbers with decimals in English notation and rounding decimals. When working through these lessons in the semester, it was obvious that these two areas were the greatest areas of need for Jack and Rebecca.

If given more time in the semester, more time would have been allocated to these two topics. When reviewing for the post-assessment, more time was dedicated to these two topics as it was known that these two areas were much more difficult for both students. However, overall, Jack and Rebecca showed great improvement

in the other topics that were tested. Compared to the initial pre-assessment, both students improved and gained total of 60% grade-wise.

An 80% is considered passing exceptionally, especially compared to the grades they received at the beginning of the semester. More improvement can be made on these individual topics, but their scores reflective an adequate amount of knowledge on these math topics. This improvement shows that Rebecca and Jack have a better understanding on these foundational topics for pre-algebra. The hope is that they can continue to improve and that these foundational topics and strategies will continue to benefit them in the future. However, I am very proud of both Jack and Rebecca and their hard work this semester.

Student Attendance

Week:	Date:	Rebecca Malone	Jack Pearson
Week 2	August 26th, 2019	*No class for Field II*	*No class for Field II*
	August 28th, 2019	✔	✔
Week 3	September 2nd, 2019	*Labor Day*	*Labor Day*
	September 4th, 2019	*Hurricane Day*	*Hurricane Day*
Week 4	September 9th, 2019	✔	✔
	September 11th, 2019	✔	✔
Week 5	September 16th, 2019	✔	✔
	September 18th, 2019	✔	✔
Week 6	September 23rd, 2019	✔	✔
	September 25th, 2019	✔	✔
Week 7	September 30th, 2019	✔	✔
	October 2nd, 2019	✔	✔
Week 8	October 7th, 2019	✔	✔
	October 9th, 2019	✔	✔
Week 9	October 14th, 2019	✔	✔
	October 16th, 2019	✔	✔
Week 10	October 21th, 2019	✔	✔
	October 23nd, 2019	✔	✔
Week 11	October 28th, 2019	✔	✔
	October 30th, 2019	✔	✔
Week 12	November 4th, 2019	✔	✔
	November 6th, 2019	✔	✔
Week 13	November 11th, 2019	*Veteran's Day*	*Veteran's Day*
	November 13th, 2019	✔	✔
Week 14	November 18th, 2019	✔	✔
	November 20th, 2019	✔	✔
Thanksgiving Break	November 25th, 2019	*Thanksgiving*	*Thanksgiving*
	November 27th, 2019	*Thanksgiving*	*Thanksgiving*
Week 15	December 2nd, 2019	✔	✔
	December 4th, 2019	✔	✔

Lesson Plans with Accompanying Student Work

Name: Meghan Taylor	**Date:** September 9th, 2019 – LESSON PLAN #1
Class Description: 8th Grade Pre-Algebra; General Education Class; My students: Rebecca Malone and Jack Pearson	
Content Area: Pre-Algebra, 8th grade mathematics	
IEP Connection and Relevant Florida Standards (include Access Points if applicable): N/A	
Brief description of instruction: First, we will begin with the fun "Would You Rather…." activity I designed and then move into the interview questions.	
Rationale: I started off with the "Would You Rather" activity as I thought it would be a fun way to better know the students. Rather than just doing the interview questions, it would be fun to know them more on these weird and odd questions. Secondly, I believe the interview questions are important to better know the students based off of school and family-related questions.	

Objective(s)	Lesson Sequence	Assessment	Materials Needed
Student will: Students will be able to analyze all nine of the "Would you rather" questions and dictate all nine answers. Students will be able to write all twelve answers to their interview questions.	*Part I: "Would you Rather…"* *1. Introduction/Advance Organizer/ Activating Prior Knowledge* To begin the lesson, I will introduce myself and what I will be doing for the semester. I will tell them that I plan on having a good time with them while simultaneously improving their math skills. Then, I will introduce the "Would You Rather" activity. *2. Modeling* For the first would you rather question, "Would you rather go skiing or to a water park?" I would read the question aloud. Then, I would tell the students my own answer. "I would rather go skiing than to a water park because I have never been skiing before. However, I have been to many water parks in the past. *3. Guided Practice* Next, as we work through all of the questions I would read the questions aloud to the students and they would answer their questions on the worksheet. *4. Independent Practice* As we are working through the worksheet together, I would ask different students to share their answers and explanations if they would like to. *5. Closure/Evaluation* At the end of the worksheet, I would explain that I wanted to better know each student and their likes and dislikes. Their evaluation simply stems from whether or not they completed all nine questions on the worksheet and if they participated. *Part II: Interview* *1. Introduction/Advance Organizer/ Activating Prior Knowledge* For the interview worksheet, I would explain that I would also like to better know the students based off of their schools likes and dislikes. This way, I can better accommodate my lessons with them and their needs and likes. *2. Modeling* For the first question, I would read allowed the first question, "In a word describe school." I would give them my single word of: "knowledge" to describe school. I would also explain that I picked this word because school helps build upon everyone's existing knowledge. *3. Guided Practice* Students will be able to work independently to answer all twelve questions. If the students would like, they can share some of their answers but this is not necessary. *4. Independent Practice* Students will be able to work through all twelve questions individually. *5. Closure/Evaluation* After the completion of all twelve questions, I would thank them for introducing themselves and their likes/dislikes to me. Their evaluation simply stems from whether or they completed all twelve questions and participated.	In order to determine if this lesson was successful, the assessment will be informal. For Part I of the lesson, I will simply check off if each student completed with the nine "Would you rather" questions and whether or not they participated in the lesson. For part II of the lesson, I will simply check off if each student completed the twelve interview questions and participated in any discussion. *Self-Assessment For Students: (verbally ask them at the end)* 1. Did you answer all nine "Would you rather" questions and participate? 2. Did you answer all twelve interview questions and participate in any discussions?	1. *"Would You Rather" Activity (1x/student)* 2. *Interview Questionnaire- provided by Dr. Reed via Canvas (1x/student)* 3. *Pencil*

Accommodations / Modifications:
As I do not know the students yet and do not know if they have any IEPs, I do not have any official accommodations or modifications planned. If it comes to my attention that the student may need reading assistance or help writing their answers.

Reflection: *REFLECT ON THE LESSON AND DISCUSS THE FOLLOWING QUESTIONS*

1. *WHAT WENT WELL?*
   During the lesson, the "Would You Rather" activity was a good starting point for the students after my initial introduction. Both Rebecca and Jack were nervous and shy, so I think this worked well as a fun icebreaker. They were definitely laughing at many of the questions. The questions really stemmed good conversation for all three of us.
2. *WHAT YOU WOULD CHANGE AND WHY?*
   The interview part of the lesson was way more serious than I intended it to be. Both of the students were shy and did not share any of their answers when we were filling out the forms. Before we filled out the forms, I asked them if they would prefer I ask the questions aloud and individually and record their answers, but they both chose to write on their own. For a new Interview type of getting to know your student lesson, I might do this individually as to not scare the students more. I feel as though they didn't want to open up to each other on these questions, especially their areas of struggle in math and were embarrassed to do anything besides write them down.
   Also, since Dr. Reed mentioned incorporating technology into the lessons, I have decided to do all of the student's self-assessment sheets via my computer. They will now fill out the self-assessment sheets at the end of the lesson on my computer rather than a physical form.
3. *USING DATA DESCRIBE PROGESS MADE TOWARD PROJECT/LESSON GOALS AND OBJECTIVES?*
   Both Rebecca and Jack successfully completed both objectives and completed both worksheets for this lesson.
4. *BASED ON WHAT HAPPENED IN THIS LESSON, WHAT DO YOU PLAN TO TEACH NEXT? BE SURE TO EXPLAIN HOW YOU WILL USE INFORMATION FROM THIS EVALUATION IN FUTURE LESSON PLANNING.*
   In the one interview question about topics in math that the students struggle with, Rebecca specifically put down that she does not know how to multiply with decimals in the best way. I will definitely make multiplying decimals be incorporated into one of the lessons, however, I will choose the specific standards and curriculum after they take their pre-test on Wednesday, September 11th. Jack did not put any specific topics in math, but said he does not always remember stuff, he gets confused at some of the questions, and he asks for help when he gets confused at the questions.

9/9/19
LP#1

Rebecca Malone

Getting to Know Your Student

1. In a word, describe school.
   learning

2. Write one word that describes you as a person.

3. Who was the best teacher you ever had? Why?
   Mrs. Haass the lesson I picked her is because she made me like a subject better and become interested in it.

4. If you had lunch with a famous person, who would it be & why?
   Will Youngboy and the reason why I picked him is because is like his personality and he makes good music.

5. What grade do you expect to earn in Math?
   D or C

6. What are your favorite things to do when you are not in school?
   my favorite things to do when i not in school is to watch youtube and netflix

7. Write down THREE things you are having trouble with in Math.
   a) multiplication decimal
   b)
   c)

Based off of what you have been doing recently

8. What extracurricular activities (sports, band, etc…) do you do?
nothing

9. Do you think you are smart? Why or why not?
I think i am smart enough to get some things but not all

10. Tell me about your family.
Some of my family life in Palm cost and some live in Jacksonville

11. What is one thing you would like to know about me (the UNF tutor)?
I want to know whats it like at college

12. What is the most important thing I need to do to help you succeed?
help me in math more cause I dont understand it

Rebecca Malone

Date: 9/9/2019

LP#1

Would You Rather Get to Know You Activity

Name: Jack Pearson

Date: 9/9/2019

LP#1

Would You Rather Get to Know You Activity

Would you rather go skiing or go to a water park?

Would you rather be a professional athlete or doctor?

Would you rather be trapped in a room with 30 crying babies or a tiger?

Would you rather live in a graveyard or a deserted island?

Would you rather be abundantly rich or have a lot of real friends?

Would you rather do a million division or multiplication problems?

Would you rather pilot a plane or submarine?

Would you rather live in the 1880's or the 1980's?

Would you rather read a book or do math problems?

Jack Pearson

9/9/19
LP#1

Getting to Know Your Student

1. In a word, describe school.
Education

2. Write one word that describes you as a person.
I like to learn and play videogames once i learn everything i need to know then i will be one a big youtuber

3. Who was the best teacher you ever had? Why?
my best teacher was Mr. Bell he was math he always helped me if i was confused

4. If you had lunch with a famous person, who would it be & why?
it would be Fgteav because ther are some funny family friend's youtuber's there videos are funny sometimes and ther sell toys for kids

5. What grade do you expect to earn in Math?
8th grade math

6. What are your favorite things to do when you are not in school?
I like to make youtube videos of playing fortnite im very good at playing it

7. Write down THREE things you are having trouble with in Math.

☆ Based off of what you have been doing recently ☆

a) sometimes idont remeber stuff.
b) sometimes im confused of some questions
c) sometimes idon't understand some questions so i ask for help

8. What extracurricular activities (sports, band, etc…) do you do?
I play basketball with friends

9. Do you think you are smart? Why or why not?
I think ~~I~~ I am because i try my best if i dont understand i ~~ask~~ ask for help

10. Tell me about your family.

My Mom works
My brother is building a house
My dad works.

11. What is one thing you would like to know about me (the UNF tutor)?

What do you do ~~after~~ when you have free time.

12. What is the most important thing I need to do to help you succeed?

Trying my best and not giving up I will always try my best.

ABC Reflection Template

YOUR NAME: Meghan Taylor
Lesson Plan 1: September 9th, 2019

STUDENT NAME: Rebecca Malone and Jack Pearson

Please type all responses in the boxes below (they will expand as you type). Once you are finished, save this as a word document and submit through Canvas **within 24 hours of tutoring your student** in the module.

AFFECT *Describe your feelings and emotions during the tutoring sessions. * DO NOT just list events that occurred or say things like "this was great". For example, what was your comfort level like during the sessions? Do you feel you are prepared to manage situations that arise? Can you sense a change in your feelings/emotions as you gain more experience during your service learning hours? How are your attitudes towards struggling Math/Science students changing? Explain in detail and provide specific examples!*

For the very first lesson, which was the Getting to Know You activity, I was certainly nervous and felt very out of place. The students did not seem thrilled nor excited to work with me after Mr. Wilson originally introduced me to the class. Their expressions did not help calm my anxieties of working with them. For Field I, the students were always very excited to be pulled to the side to be worked with. Now, it was quite the opposite.

For the "Would You Rather…" activity, both students seemed to enjoy the questions and conversations that derived from the questions. One of the more fun questions, "Would you rather be trapped in a room with thirty crying babies or one tiger?" stemmed lots of exciting discussion. They found this question to be absolutely ridiculous, in which it was, but laughed completely at everyone's answers.

I am glad that I chose the "Would You Rather" question activity to start the lessons off with this group of students. I believe this activity really created a sense of community amongst us. The students interacted with one another, and included me in with all of their discussion. They seemed to genuinely care about my answers and explanations to the questions. Additionally, they really cared about their classmate's answers as well. I do not believe anyone felt left out of the conversation.

For the interview questionnaire, the students were definitely more serious in their answers. There was less conversation, as they did not want to share their responses aloud. I asked if they wanted to do the questions aloud and individually where I would record their answers. Neither of them seemed thrilled by this suggestion, so they both did the interview question silently and to their own.

BEHAVIOR *Write about your own ACTIONS during your tutoring sessions – what kind of things did you DO. How did you ACT in the situations you experienced? How will you act in similar situations to come? How could you apply what you've been learning in class or outside resources to future situations in order to change your actions in a more positive manner? What can you learn from the actions of others, like your peers, the classroom teacher and/or paraprofessionals?*

For the initial lesson, the students did not engage in any challenging behaviors or behaviors that caused disruptions. The students were mainly shy for this first lesson, which may connect with the way they were behaving. Mr. Wilson pointed out to me before leaving that they were very well behaved and almost never like this, to his knowledge. But, since they did not act out or act rude as they were accustomed to (per Mr. Wilson's note to me), there was no behavior that needed to be directly addressed.

Both of the students were well-behaved and respected each other and I. They did not leave me or their classmates out of the conversation and seemed to genuinely care about each other's opinions and explanations. However, there would be some interruptions when another student was speaking, but with a simple look, they knew that it was not their turn to speak and they would have to wait for their turn.

CONTENT *Include connections to BOTH content you are learning during class sessions AND OTHER RESOURCES, SPECIFICALLY FROM PRIMARY RESEARCH JOURNAL ARTICLES. Demonstrate that you are critically thinking about the content and applying it in your tutoring sessions. If your student is having difficulty, look up what the research suggests and write about what you might try. Give examples. Reference literature, class discussions, and research. Be detailed and thorough – prove you are learning.*

From many previous classes, we have learned that connecting with our students is an important aspect in learning. If the students do not have a good relationship with their educator, there is a less likely chance of them wanting to learn and succeed in that particular subject. By having to do a lesson on actually getting to know our students, I feel as though they know and feel like we genuinely care about them. The students feel more respected and more validated, rather than just being used for projects for us.

Getting to know our students is the basis of the learning. Learning who our students are benefits them as we learn to differentiate instruction that is individualized to them specifically. From the article, "Getting to Know Your Students: The Importance of Learning Students' Thoughts and Feelings in Physical Education" stems outward from just P.E. Overall, the article conveys the message that students' feelings, thoughts, and attitudes will generally determine their interest and participation levels within the class, no matter the subject (Fisette, 2010, pp. 43). Encouraging students to have a voice can overall expand their experience in all fields of education.

Article Link: https://eric.ed.gov/?id=EJ913629
Journal of Physical Education, Recreation & Dance (JOPERD), v81 n7 p42-49 Sep 2010

Name: Meghan Taylor	**Date:** September 11th, 2019 – LESSON PLAN #2
Class Description: 8th Grade Pre-Algebra; General Education Class; Taught as whole group (my instruction is small group); My students: Rebecca Malone and Jack Pearson	
Content Area: Pre-Algebra; 8th grade mathematics	
IEP Connection and Relevant Florida Standards (include Access Points if applicable): No IEPs; *Standards:* 1. *MAFS.8.NS.1.1- Know that numbers that are not rational are called irrational; Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats into a rational number.* 2. *MAFS.5.NF.2.4- Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.* 3. *MAFS.5.2.7- Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.* 4. *MAFS.5.NBT.2.7- Add, subtract, multiply, and divide decimals to the hundredths.* 5. *MAFS.5.NBT.1.3- Read, write, and compare decimals to the thousandths.*	
Brief description of instruction: During a small-group setting, the students will have one hour to complete the pre-test individually. As this is a formal pre-test, no discussion or questions will be answered. There is no specific strategy utilized as this is simply a pre-test to assess their current math abilities.	
Rationale: In order to teach lessons that are applicable and useful to the students, I needed to initially assess their current math skills. Through this pre-test, I will be able to gauge where my small group's and individual student's math skills are. Then, I can create all my future lessons based off of what they can do correctly and incorrectly on this pre-test. I chose my pre-test questions off of different areas that Mr. Wilson said I should begin working on with the students. Many of these concepts, and corresponding standards, are not on the 8th grade level. However, this is where they are currently and the different skills and levels I will be working on them with through the tutoring sessions.	

Objective(s)	Lesson Sequence	Assessment	Materials Needed
Student will: By the end of the pre-test, students will be able to complete the pre-test assessment within a one-hour window of time.	1. *Introduction* I will begin the lesson by introducing themselves to myself once again and reminding them that I will be working with them until December to improve their math skills. "But, in order to see what we need to work on, they have to take a pre-assessment so I gauge what we need to work on. This pre-test is not a grade and will not affect your grade for Mr. Wilson. This test is only for me to see." *2. Modeling* N/A- Test *3. Guided Practice* N/A- Test *4. Independent Practice*	*Assessment:* As this is a pre-test, the assessment process is formal. The entirety of this lesson is an assessment to gauge the student's current math skills. The lesson itself is successful if the students complete the pre-test within the given one-hour time limit. However, each student's success on the assessment will differ and help create the future lesson plans. *Self-Assessment for Students:* Students will fill out the form with questions asking, 1. "How well do you think you did on this pre-test?" 2. "What concepts do you think you need more practice on?"	- Pre-test (1x/student) - Pencil (1x/student) - Scratch Paper (if needed) - Self-Assessment Paper - NO CALCULATOR PERMITTED
	This is not practice, but the students will be working on their assessments individually and at Voice Level 0. They will work on the test for up till an hour. If they complete the test early, I will advise them to go over the test and check answers or any that they may have missed. If they complete the pre-test before the hour is up, then they may return to their seats and follow Mr. Wilson's whole group instruction. *5. Closure/Evaluation* Once students have completed the pre-test, students will complete the self-assessment. Then they may return to their seats and follow Mr. Wilson's whole group instruction. Evaluation of the test will be based on the number of questions they got right / total number of questions.	3. "Are there any other areas of math not covered in this pre-test that you would like to work on?"	

Accommodations / Modifications: According to Mr. Wilson, none of the student's in my small group have IEPs or 504 plans. Based off of their responses and attitudes during the "Get to Know You Activity," the students can read and answer the questions on their own. However, if students needed clarification on questions, then I will help to clarify what the question is asking without revealing how to do the question or the answer. This test needs to be very objective so I can see their areas of strength and weakness.

Reflection: *REFLECT ON THE LESSON AND DISCUSS THE FOLLOWING QUESTIONS*

5. *WHAT WENT WELL?*

   As this was merely a sit down and take the pre-test lesson, the lesson overall went well. The test was designed to be very objective, so I could not actually initiate any instruction or help.

6. *WHAT YOU WOULD CHANGE AND WHY?*

   Mr. Wilson decided, on the day of the lesson, that he had a test that he wanted me to administer to the students instead of giving my own. This last minute change up did not change much, but the questions may not have been worded exactly the way that I would have liked. Additionally, the test he gave them contained over one-hundred questions compiled together. But, he asked them to only do specific ones on each sheet. If I had known he was going to ask to use one of his pre-made tests, then I would have taken those specific questions and made a test with just those ones. Having to pinpoint the exact questions he asked for when each page renumbered was confusing.

7. *USING DATA DESCRIBE PROGESS MADE TOWARD PROJECT/LESSON GOALS AND OBJECTIVES?*

   Based on the data of the student's test scores, there are many areas that we need to work on. These categories were chosen by Mr. Wilson because he knew that these specific students struggled in these areas. For future lessons, we will be working on: place value recognition, English to number writing place value, rounding decimals, changing decimals to fractions, adding/subtracting/multiplying/dividing decimals, and word problems that encompass all of these different topics. Throughout the remainder of the semester, these topics will encompass the rest of my lesson plans.

8. *BASED ON WHAT HAPPENED IN THIS LESSON, WHAT DO YOU PLAN TO TEACH NEXT? BE SURE TO EXPLAIN HOW YOU WILL USE INFORMATION FROM THIS EVALUATION IN FUTURE LESSON PLANNING.*

   For Monday's lesson plan, we will begin by working on rounding decimals. This is the first step in really understanding decimals. Both Rebecca and Jack scored much better on the place value questions at the beginning of the test, so we can move into the rounding decimals.
   The test results are recorded below differentiated into the different categories assessed on the test: Rebecca scored 0 / 20 and Jack scored 4 / 20. Additionally, based on both student's self-assessment, they did not feel confident in their ability to do any of these math topics or questions. They both believed they scored very poorly and were not happy with their work on this test.

Name: Rebecca Malone Date: 9/11/2019 Lesson Plan #: 2

Student Self-Reflection

1. *How well do you think you did on this pre-test?*

Red Face

2. *What concepts do you think you need more practice on?*

I need to practice on my decimals and fractions.

3. *Are there any other areas of math not covered in this pre-test that you would like to work on?*

No.

Name: Jack Pearson Date: 9/11/2019 Lesson Plan #: 2

Student Self-Reflection

1. *How well do you think you did on this pre-test?*

Red Face

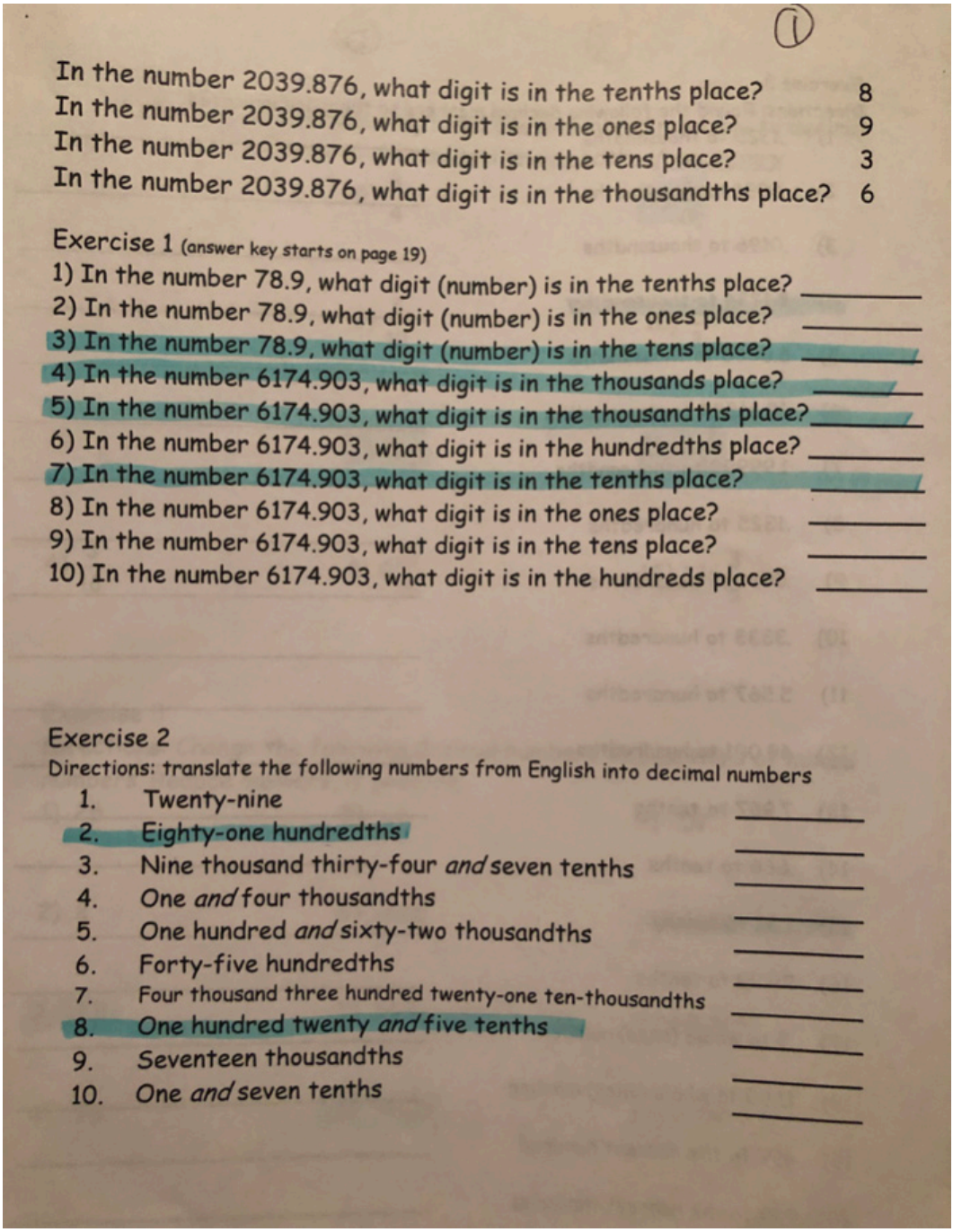
2. *What concepts do you think you need more practice on?*

I need to practice on them all.

3. *Are there any other areas of math not covered in this pre-test that you would like to work on?*

Mixed fractions

Test: The students were not allowed to write on the copies of Mr. Wilson's Test



In the number 2039.876, what digit is in the tenths place? 8
In the number 2039.876, what digit is in the ones place? 9
In the number 2039.876, what digit is in the tens place? 3
In the number 2039.876, what digit is in the thousandths place? 6

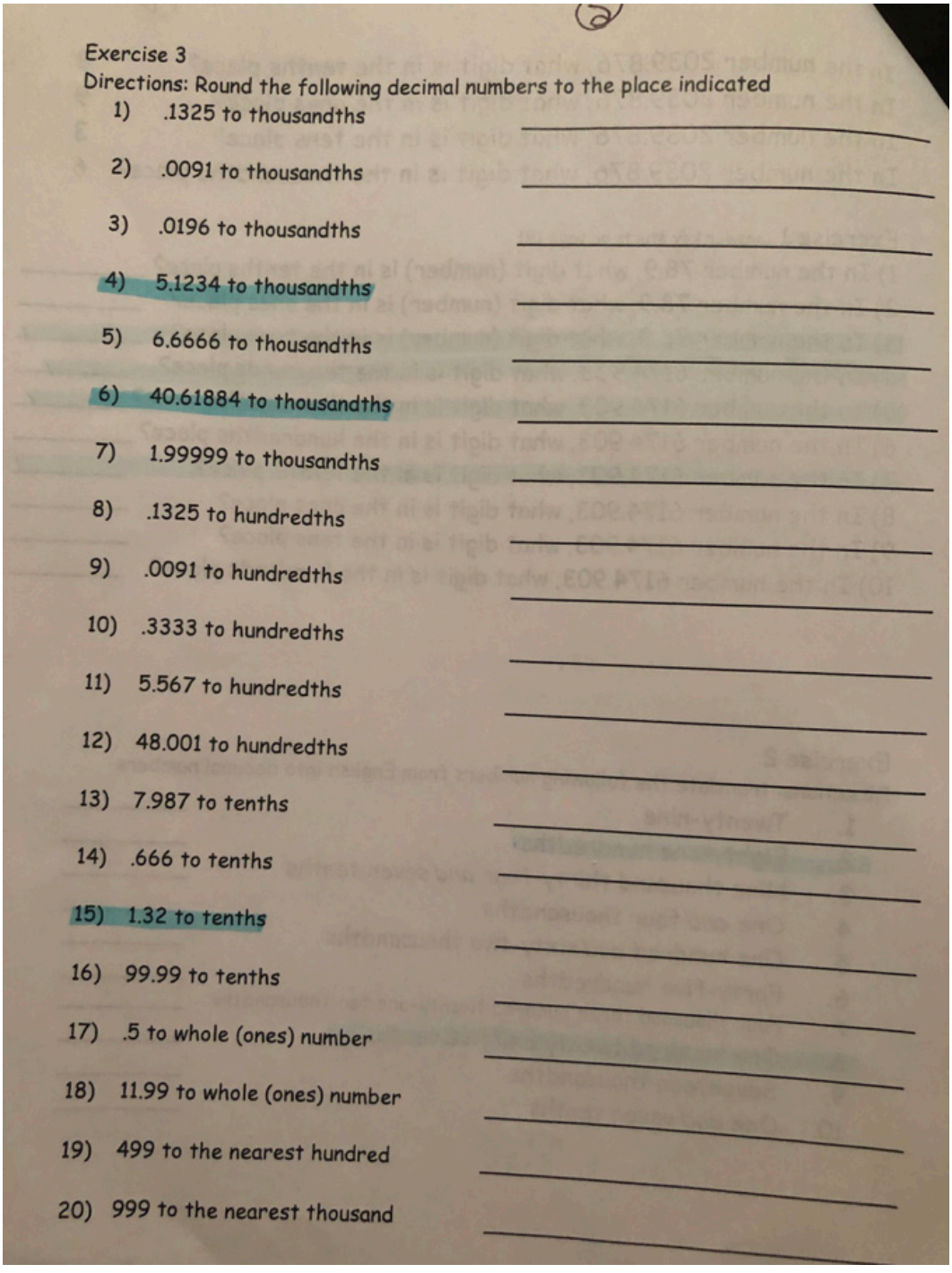
Exercise 1 (answer key starts on page 19)

1) In the number 78.9, what digit (number) is in the tenths place? _____
2) In the number 78.9, what digit (number) is in the ones place? _____
3) In the number 78.9, what digit (number) is in the tens place? _____
4) In the number 6174.903, what digit is in the thousands place? _____
5) In the number 6174.903, what digit is in the thousandths place? _____
6) In the number 6174.903, what digit is in the hundredths place? _____
7) In the number 6174.903, what digit is in the tenths place? _____
8) In the number 6174.903, what digit is in the ones place? _____
9) In the number 6174.903, what digit is in the tens place? _____
10) In the number 6174.903, what digit is in the hundreds place? _____

Exercise 2

Directions: translate the following numbers from English into decimal numbers

1. Twenty-nine _____
2. Eighty-one hundredths _____
3. Nine thousand thirty-four *and* seven tenths _____
4. One *and* four thousandths _____
5. One hundred *and* sixty-two thousandths _____
6. Forty-five hundredths _____
7. Four thousand three hundred twenty-one ten-thousandths _____
8. One hundred twenty *and* five tenths _____
9. Seventeen thousandths _____
10. One *and* seven tenths _____



Exercise 3

Directions: Round the following decimal numbers to the place indicated

1) .1325 to thousandths

2) .0091 to thousandths

3) .0196 to thousandths

4) 5.1234 to thousandths

5) 6.6666 to thousandths

6) 40.61884 to thousandths

7) 1.99999 to thousandths

8) .1325 to hundredths

9) .0091 to hundredths

10) .3333 to hundredths

11) 5.567 to hundredths

12) 48.001 to hundredths

13) 7.987 to tenths

14) .666 to tenths

15) 1.32 to tenths

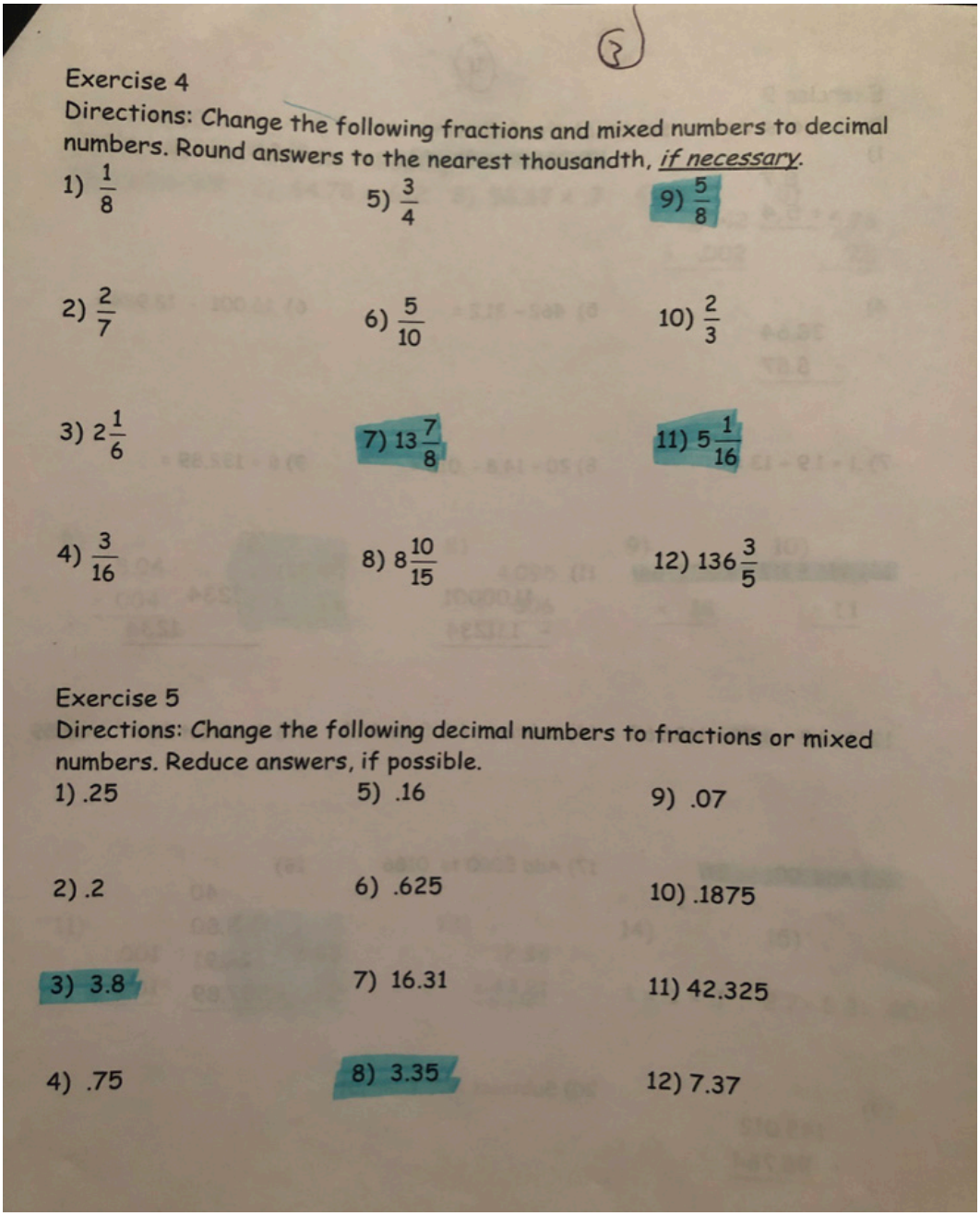
16) 99.99 to tenths

17) .5 to whole (ones) number

18) 11.99 to whole (ones) number

19) 499 to the nearest hundred

20) 999 to the nearest thousand



Exercise 4

Directions: Change the following fractions and mixed numbers to decimal numbers. Round answers to the nearest thousandth, *if necessary*.

1) $\frac{1}{8}$

2) $\frac{2}{7}$

3) $2\frac{1}{6}$

4) $\frac{3}{16}$

5) $\frac{3}{4}$

6) $\frac{5}{10}$

7) $13\frac{7}{8}$

8) $8\frac{10}{15}$

9) $\frac{5}{8}$

10) $\frac{2}{3}$

11) $5\frac{1}{16}$

12) $136\frac{3}{5}$

Exercise 5

Directions: Change the following decimal numbers to fractions or mixed numbers. Reduce answers, if possible.

1) .25

2) .2

3) 3.8

4) .75

5) .16

6) .625

7) 16.31

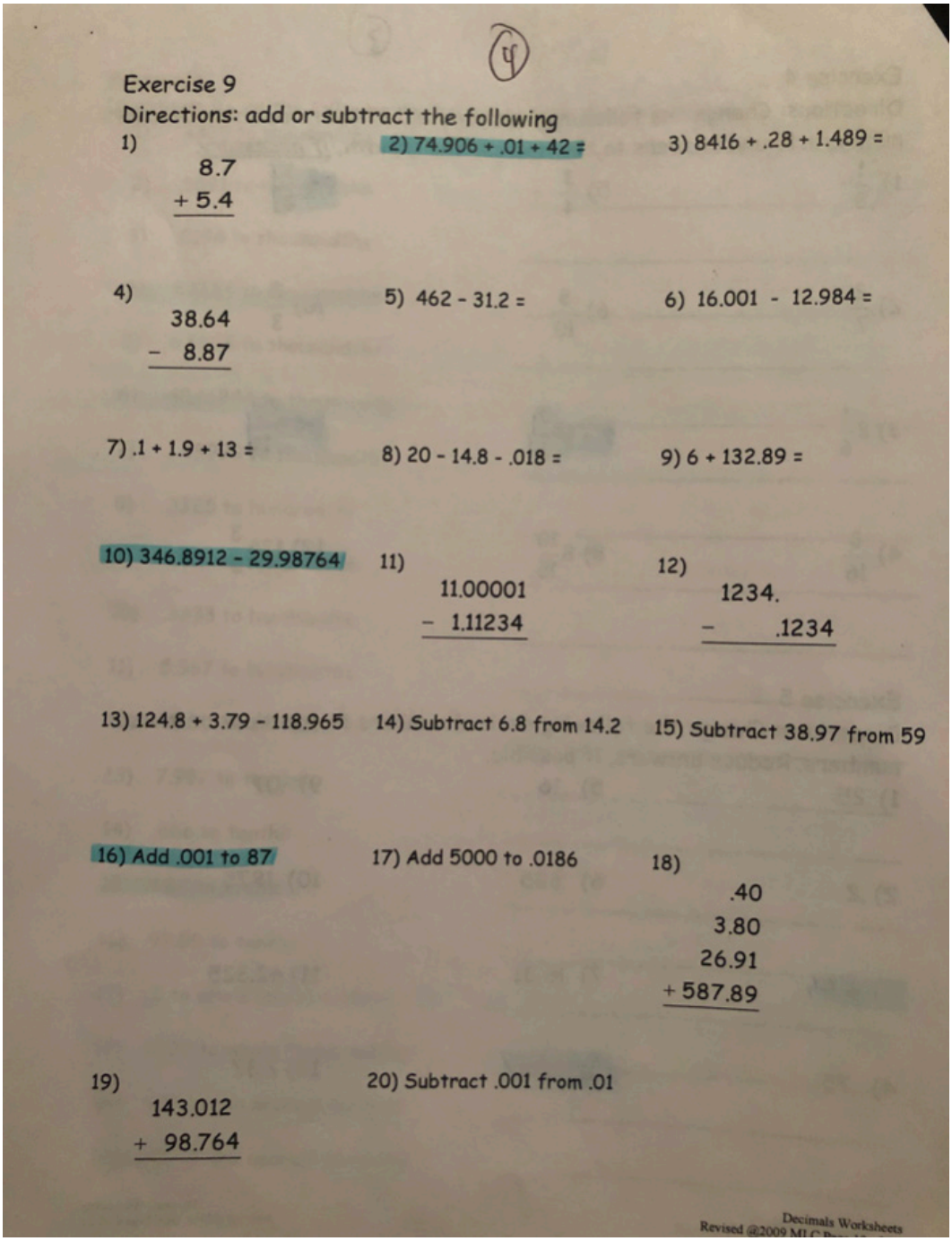
8) 3.35

9) .07

10) .1875

11) 42.325

12) 7.37



4

Exercise 9

Directions: add or subtract the following

1)
$$\begin{array}{r} 8.7 \\ +\ 5.4 \\ \hline \end{array}$$

2) 74.906 + .01 + 42 =

3) 8416 + .28 + 1.489 =

4)
$$\begin{array}{r} 38.64 \\ -\ 8.87 \\ \hline \end{array}$$

5) 462 - 31.2 =

6) 16.001 - 12.984 =

7) .1 + 1.9 + 13 =

8) 20 - 14.8 - .018 =

9) 6 + 132.89 =

10) 346.8912 - 29.98764

11)
$$\begin{array}{r} 11.00001 \\ -\ 1.11234 \\ \hline \end{array}$$

12)
$$\begin{array}{r} 1234. \\ -\ .1234 \\ \hline \end{array}$$

13) 124.8 + 3.79 - 118.965

14) Subtract 6.8 from 14.2

15) Subtract 38.97 from 59

16) Add .001 to 87

17) Add 5000 to .0186

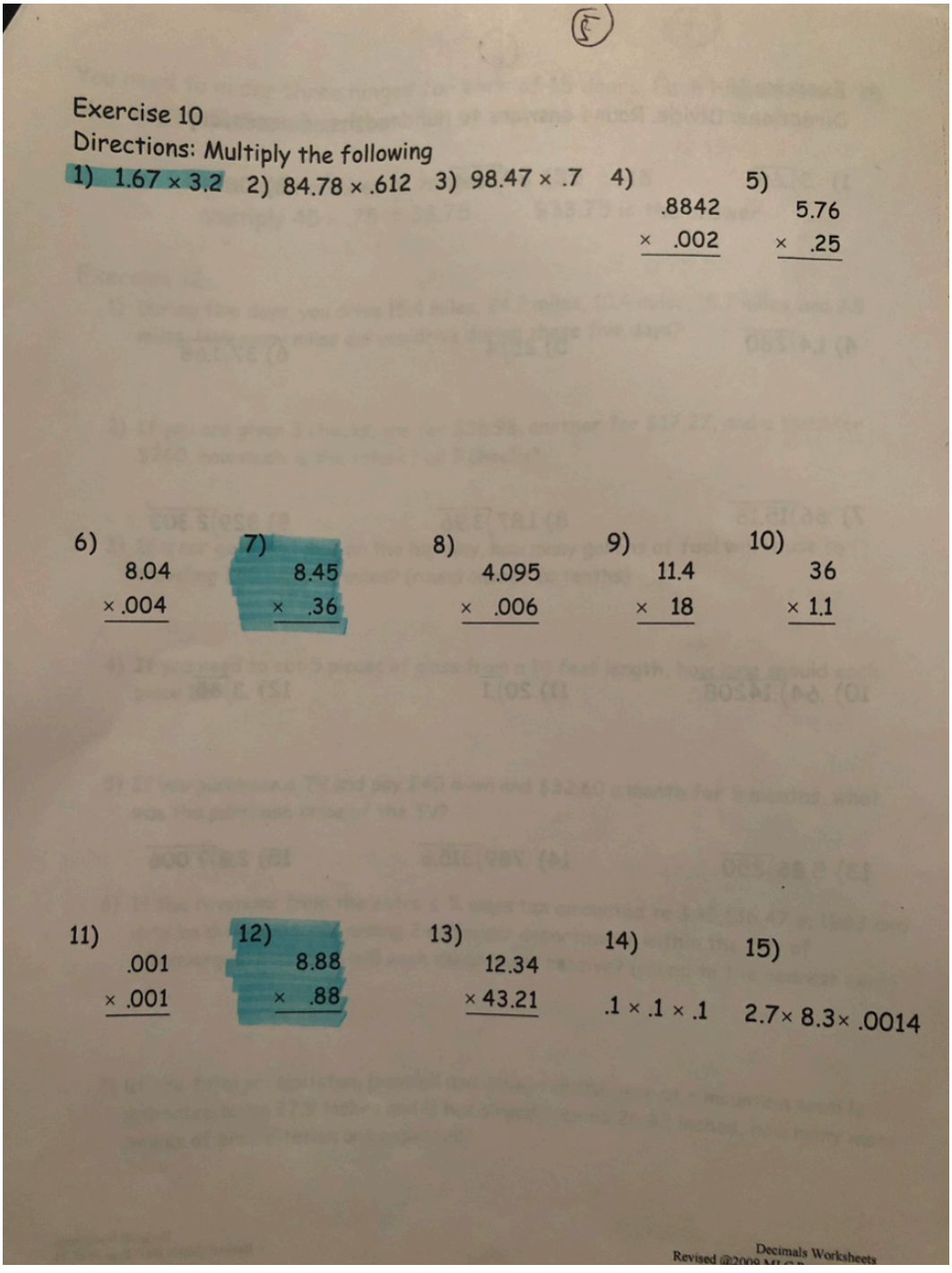
18)
$$\begin{array}{r} .40 \\ 3.80 \\ 26.91 \\ +\ 587.89 \\ \hline \end{array}$$

19)
$$\begin{array}{r} 143.012 \\ +\ 98.764 \\ \hline \end{array}$$

20) Subtract .001 from .01

Decimals Worksheets

Revised @2009 MLC



Exercise 10

Directions: Multiply the following

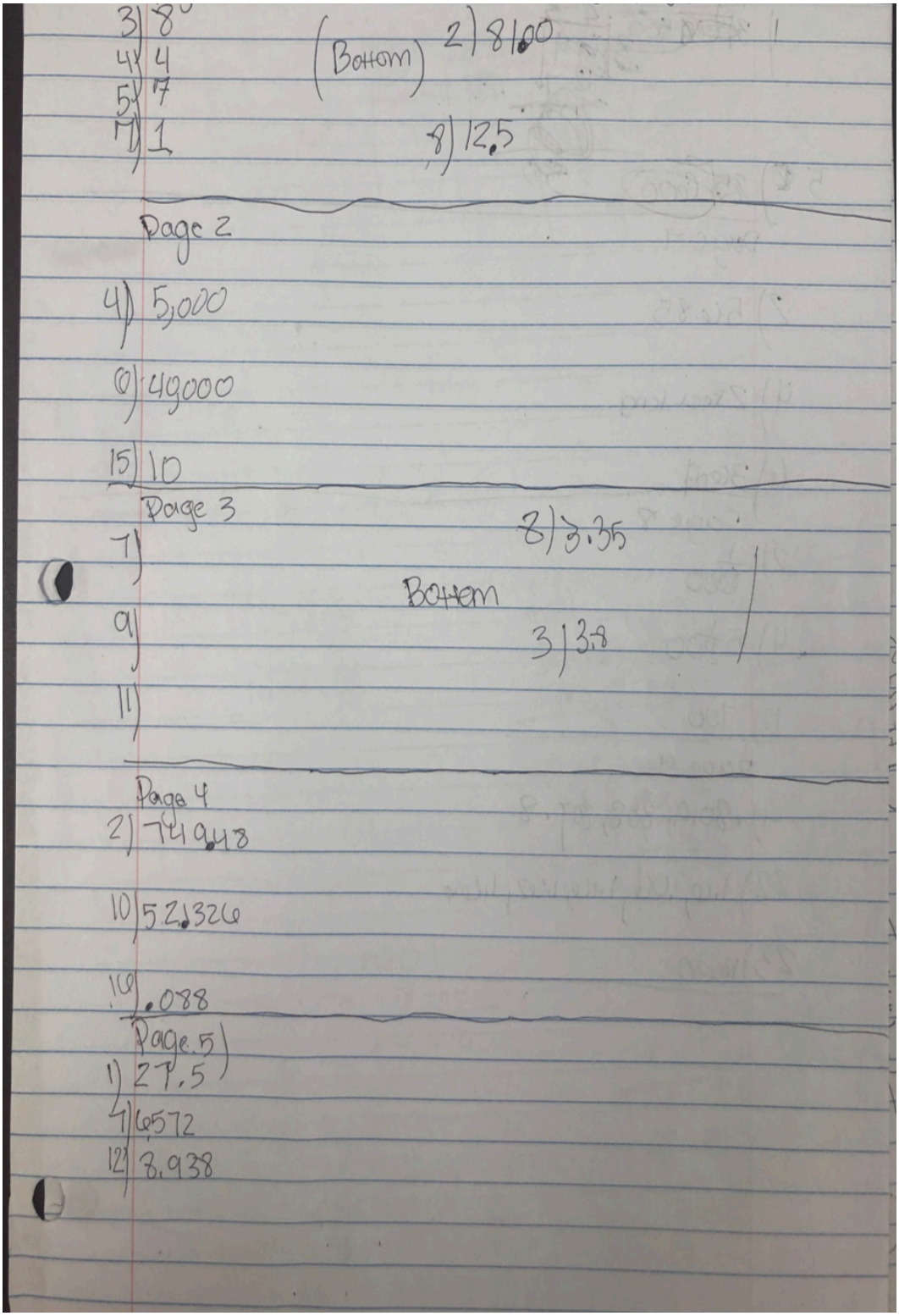
1) 1.67×3.2 2) $84.78 \times .612$ 3) $98.47 \times .7$ 4) $.8842 \times .002$ 5) $5.76 \times .25$

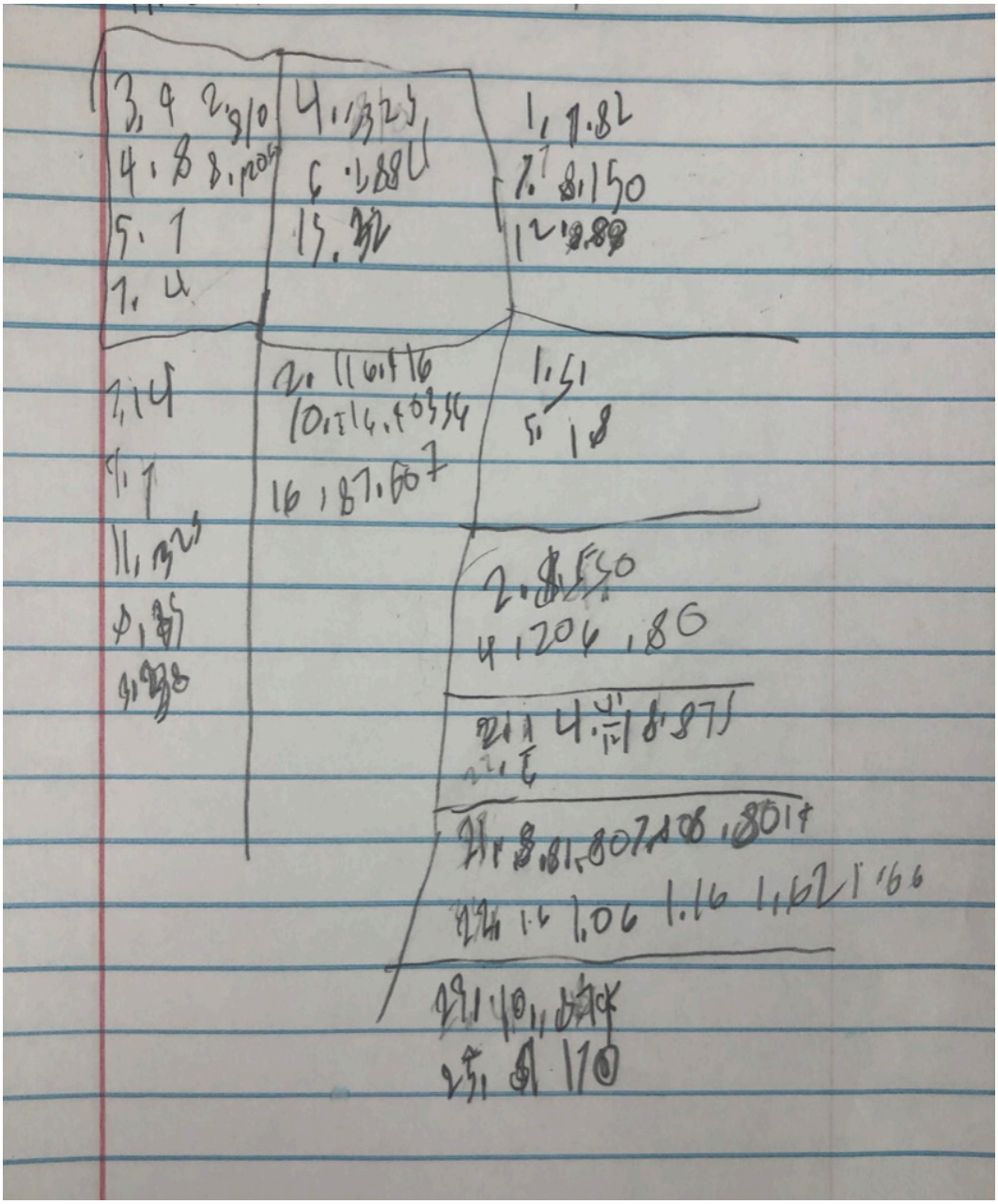
6) $8.04 \times .004$ 7) $8.45 \times .36$ 8) $4.095 \times .006$ 9) 11.4×18 10) 36×1.1

11) $.001 \times .001$ 12) $8.88 \times .88$ 13) 12.34×43.21 14) $.1 \times .1 \times .1$ 15) $2.7 \times 8.3 \times .0014$

Decimals Worksheets

Rebecca's then Jack's Answers





Math Topic	***Rebecca Malone***	***Jack Pearson***
Place Value Recognition	0 / 4	0 / 4
English to Decimal Writing	0 / 2	1 / 2
Rounding Decimals	0 / 3	0 / 3
Fractions to Decimals	0 / 3	0 / 3
Decimals to Fractions	0 / 2	0 / 2
+/- Decimals	0 / 3	3 / 3
x Decimals	0 / 3	0 / 3
Total # Correct:	0 / 20 = 0%	4 / 20 = 20%

ABC Reflection Template

YOUR NAME: Meghan Taylor
Lesson Plan 2: September 11th, 2019

STUDENT NAME: Rebecca Malone and Jack Pearson

Please type all responses in the boxes below (they will expand as you type). Once you are finished, save this as a word document and submit through Canvas **within 24 hours of tutoring your student** in the module.

AFFECT *Describe your feelings and emotions during the tutoring sessions. * DO NOT just list events that occurred or say things like "this was great". For example, what was your comfort level like during the sessions? Do you feel you are prepared to manage situations that arise? Can you sense a change in your feelings/emotions as you gain more experience during your service learning hours? How are your attitudes towards struggling Math/Science students changing? Explain in detail and provide specific examples!*

During this lesson, it was merely a pre-test. Originally, I made my own twenty-question exam to test the students on some topics that Mr. Wilson told me to test and tutor for the semester. However, when coming to his class this morning, he handed me a different twenty question exam. The questions were scattered over ten different pages and they were renumbered on every page. This made me very nervous and I wish I could have re-written the test to have it more organized and less confusing for the students.

Rebecca and Jack were both very nervous for the test, but I tried my best to make them feel okay about it. I explained that it was not for a grade and only for me to see so I could base my future lessons on their answers. Additionally, it was very confusing trying to find what questions he wanted to be done and which ones he did not want to be done. In the end I had to highlight which questions they needed to do.

As this lesson was only the pre-test, the entirety of the lesson was simply the students taking the test for the sixty minutes. They had ample time to work on the test, and they used all sixty minutes on the test.

BEHAVIOR *Write about your own ACTIONS during your tutoring sessions – what kind of things did you DO. How did you ACT in the situations you experienced? How will you act in similar situations to come? How could you apply what you've been learning in class or outside resources to future situations in order to change your actions in a more positive manner? What can you learn from the actions of others, like your peers, the classroom teacher and/or paraprofessionals?*

When given the new test, I am sure I seemed kind of annoyed or perturbed in one way. I would not have acted this way on purpose, but I am certain some of my annoyance may have shown on my face. This is not professional, but a very automatic response for me. I know this is something that I need to work on throughout the rest of the year- concealing my facial expressions and emotions more-so when in a professional setting.

In our behavior management class, we are learning that what happens before the occurrence of behavior is known as the antecedent. Today, when working on the pre-tests, but students were rude when Mr. Wilson called them out of class to take a test. I wish he did not single them out and make them feel ashamed for taking a test and working with me. Rebecca rolled her eyes, very dramatically, to him and moaned out loud. The antecedent to this behavior was Mr. Wilson singling her out in an unprofessional manner. The behavior itself was the eye-rolling. The consequence following the behavior was a reprimand from Mr. Wilson for being a rude student.

Although Rebecca was rude in the way that she executed her feelings, I can understand why she acted this way. It was not appropriate for her to portray these emotions so publicly, as Mr. Wilson had called her out publicly, but I do understand her frustration and apparent embarrassment. From her actions, Mr. Wilson's portrayal of his students as being "rude and delinquents" is further proved. However, this is only the case because of the situation he placed her in.

CONTENT *Include connections to BOTH content you are learning during class sessions AND OTHER RESOURCES, SPECIFICALLY FROM PRIMARY RESEARCH JOURNAL ARTICLES. Demonstrate that you are critically thinking about the content and applying it in your tutoring sessions. If your student is having difficulty, look up what the research suggests and write about what you might try. Give examples. Reference literature, class discussions, and research. Be detailed and thorough – prove you are learning.*

As mentioned in the 'Behavior Section' we are learning the process to conducting a BIP (Behavior Intervention Plan). One of these steps is conducting an ABC (antecedent-behavior-consequence) observation chart. We have to conduct a BIP on a student for our Behavior Management class this semester, and I might use my one student to do this, as portrayed in the example above.

During the first day of observations, Mr. Wilson openly displayed his annoyance with his student's behavior and attitudes. When talking to him about any specific student to work on our BIPs with, he suggested that I could use any of the students, especially the one that I was already working with.

As we have not gotten the official templates or letters sent home to conduct a BIP, I have no formal observation or interview notes conducted thus far for my data collection. However, I can use this information to help analyze the function of her behavior. Thus far, I can hypothesize that the function of her behavior is a result of the treatment of her teacher and classmates. The function will be a social attentive behavior, as she is receiving the attention of her peers. The attention is positive, to her, because they are all laughing and joking along with her as she acts this way to Mr. Wilson.

Reference: Chandler, Lynette K.. Functional Assessment (p. 84). Pearson Education. Kindle Edition.

(Behavior Management Textbook)

Behavior Management Powerpoint

Name: Meghan Taylor	**Date:** September 16th, 2019- LESSON PLAN #3
Class Description: 8th Grade Pre-Algebra; General Education Class; My students: Rebecca Malone and Jack Pearson	
Content Area: Pre-Algebra, 8th grade mathematics	
IEP Connection and Relevant Florida Standards (include Access Points if applicable): MAFS.4.NBT.1.3- *Generalize place value understanding for multi-digit whole numbers*	
Brief description of instruction: For a beginning lesson on place value, we will make a place value chart to differentiate between the different values. Then we will run through some examples utilizing their charts and finish with an online quiz about place value.	
Rationale: When teaching place value, using manipulatives helps to explain and further show the students how place value works. When making the charts, we will compare the chart value to place value blocks (thousands, hundreds, tens, and ones). I will explicitly teach the different place value notations through systematic instruction. (We are not yet working on decimals, as this will be for the next lesson.)	

Objective(s)	Lesson Sequence	Assessment	Materials Needed
Student will: By the end of the lesson, students will be able to identify the place value of an explicit number within a given number.	1. *Introduction/Advance Organizer/ Activating Prior Knowledge* I will initially introduce the lesson by relating back to lesson plan #2, where they took the pre-test to analyze their current math skills. I will begin the lesson by explaining that math works like a pyramid. You need to build a strong foundation in order to support any new skills and topics one will learn. If there is no strong foundation, then the pyramid will collapse, and it will be much harder to grasp any new math concepts. Then, I will introduce the topic of place value. I will state that we will be working on whole numbers first, and decimals will be saved for a further lesson. *2. Modeling* First, we will make a place value chart. One we make may be similar to: https://www.basic-mathematics.com/place-value-chart.html. *3. Guided Practice* While making the place value chart, I will explain and show the students the value through the place value cubes and manipulatives. For example, when they are in the hundreds, we will use a hundreds block to show this. With each new place value, I will give the students a number and show where the corresponding place value number is located through both numerical and block form. *4. Independent Practice* After creating the chart and utilizing the blocks, I will ask a series of questions on a white board and both students will take turns answering the questions. The questions will be similar to, "In the number 672,981 what number is in the hundreds place?" (2!) *5. Closure/Evaluation* The evaluation and assessment of this lesson will be through the online Microsoft forms quiz as addressed in the 'assessment' section.	*Assessment:* Students will be assessed on five multiple choice questions. These five questions ask to identify a number with a given place value within a large number. The assessment will be given through a Microsoft Forms Quiz (link recorded below). This lesson will be deemed successful if students score an 80% or higher on this quiz. *https://forms.office.com/Pages/ResponsePage.aspx?id=-rIp3ymJL0idu2D_TflkxI2-VEEQw4hCkk4YUQsDkfpUM0o3VFIwMjJPUzJCMFoxSDU2RlFaTFM0My4u* *Student Self-Assessment:* Students will be asked three questions about the lesson. This will also be through Microsoft Forms. https://forms.office.com/Pages/ResponsePage.aspx?id=-rIp3ymJL0idu2D_TflkxI2-VEEQw4hCkk4YUQsDkfpUQzU2UFVGQ01KWlFWUFJYSDhNRUpKT1JFNi4u 1. How confident are you in today's lesson? Why? 2. Could you teach this lesson to another student? 3. How could I change this lesson to so you can better learn place value?	- Blank Paper - Markers - Pencil - Place Value Blocks - White board - Dry erase markers - Computer (can utilize mine)

Accommodations / Modifications: According to Mr. Wilson, neither of the students have IEPs. For this specific lesson, if a student needs the accommodation of the questions being read aloud to them in the independent practice or evaluation, then this accommodation can be made. However, this lesson is very hands on and does not require much independent work.

Reflection:

9. *WHAT WENT WELL?*

On Monday's our lessons are very short, lasting about 25 minutes at the latest. So, Monday's will be turned into small lessons that will not need to take more time than that, or they will be the first day of a lesson and Wednesday will be the second day. For this specific lesson, I think both students really enjoyed making a visual to help them greater understand place value. Jack really enjoyed being able to use the visual table when we ran through the examples together and individual practice.

10. *WHAT YOU WOULD CHANGE AND WHY?*

For Wednesday's lesson, we are moving whole numbers to decimals. For this lesson, we are essentially doing the same thing. We will do the decimals place value on the back of their visual charts that we made today. For Wednesday, I will make sure to really hone in on the idea that decimal place value ends in 'ths.' This will definitely make a difference in their understandings of the different place values.

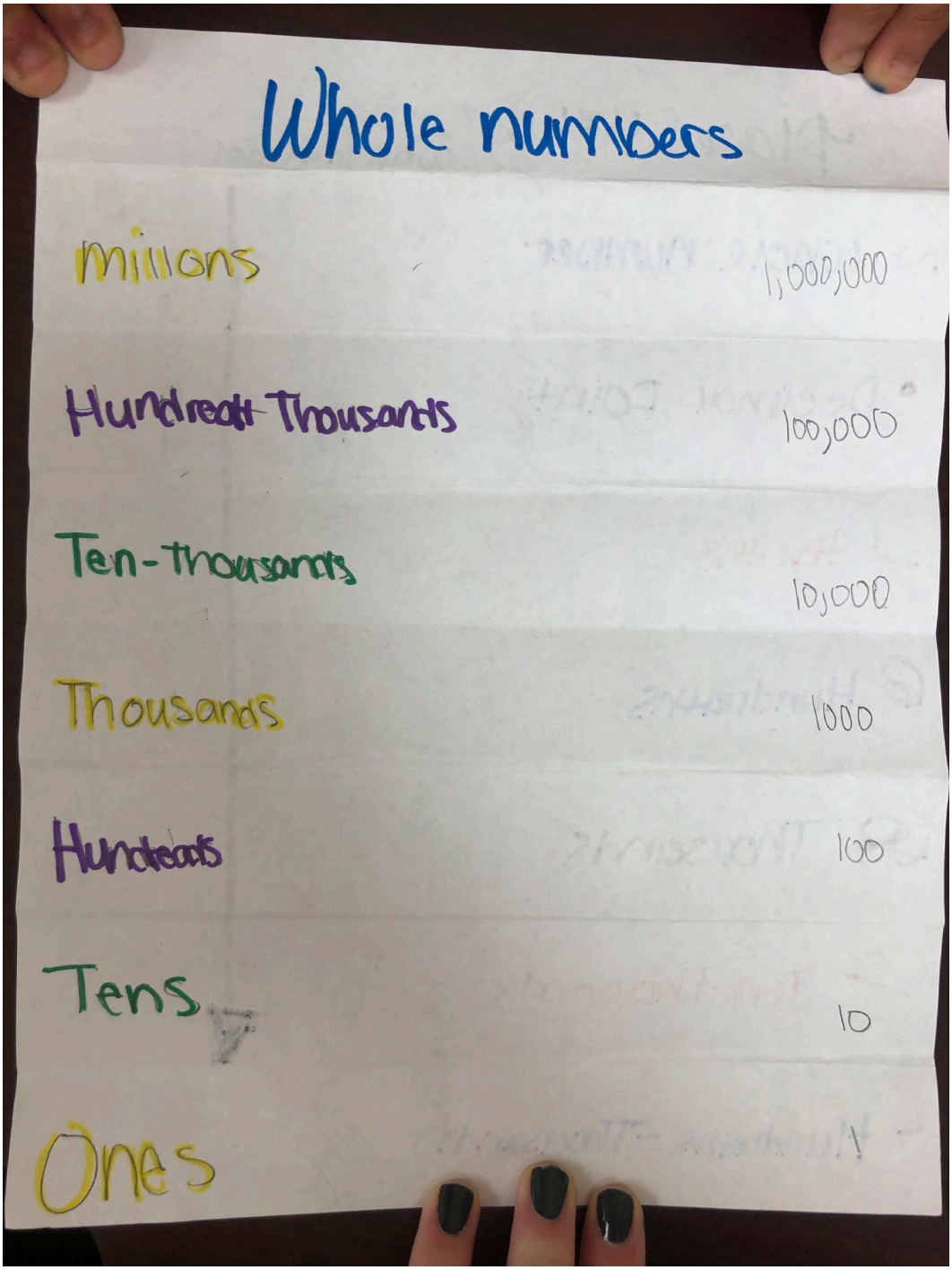
11. *USING DATA DESCRIBE PROGESS MADE TOWARD PROJECT/LESSON GOALS AND OBJECTIVES?*

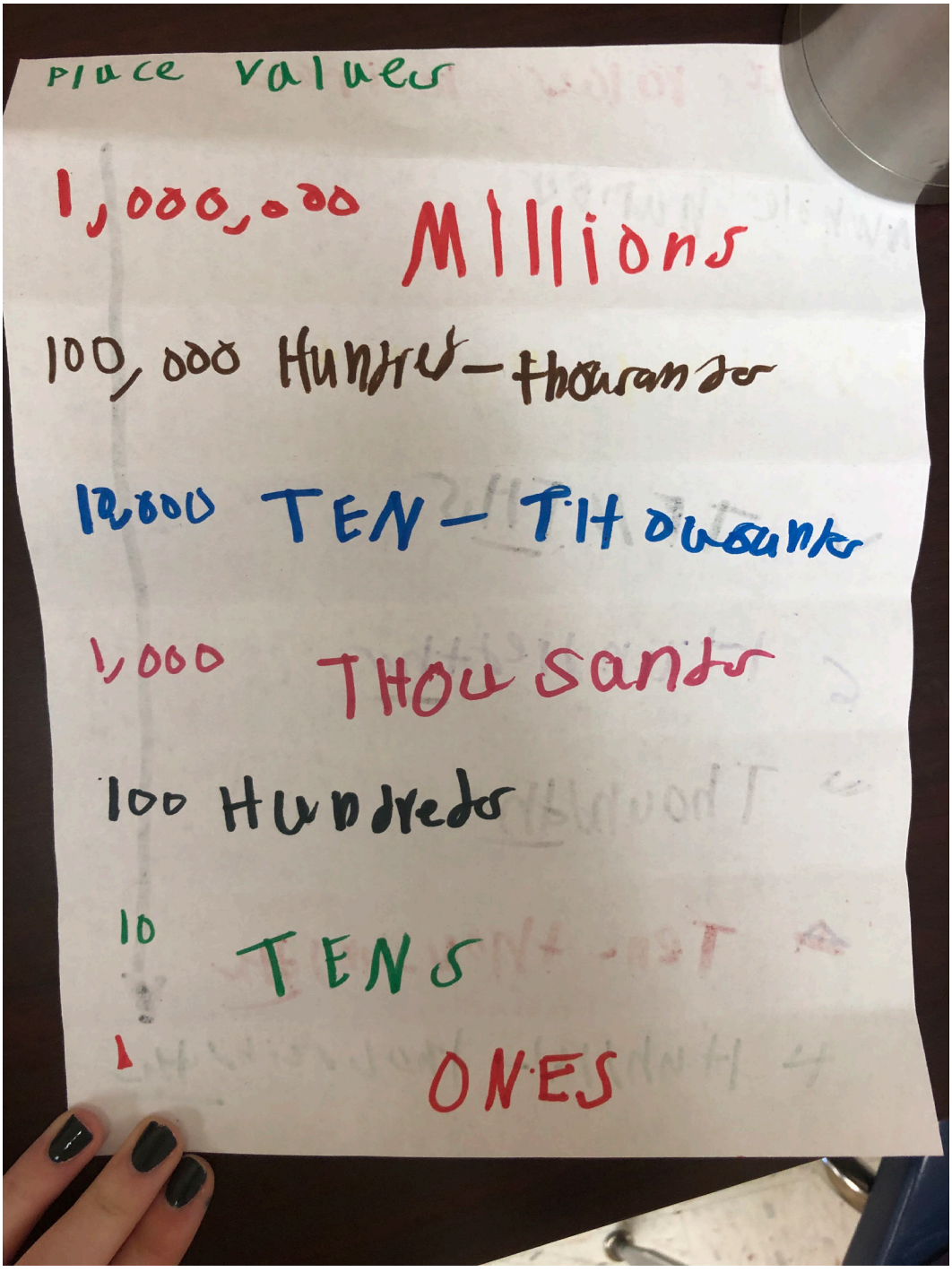
Based off of the assessment data collected, both students earned a 100% on the five-question quiz. Therefore, I do believe they are ready to move onto the next lesson: place value with irrational and decimal numbers. Based off of their self-reflection forms, they both were now confident in these place value notations. However, I will be sure to assess their confidence on these topics, and new topics, throughout the rest of the tutoring sessions.

12. *BASED ON WHAT HAPPENED IN THIS LESSON, WHAT DO YOU PLAN TO TEACH NEXT? BE SURE TO EXPLAIN HOW YOU WILL USE INFORMATION FROM THIS EVALUATION IN FUTURE LESSON PLANNING.*

Based on what happened during this lesson, I plan on moving onto teaching place value with decimals and irrational numbers. From this lesson, I learned that the students really enjoy having and/or making visuals and well-versed notes to help them better and further understand the lesson. For the decimal place value lesson, I will be sure to make another visual then.

Student Work:




Place Values
1,000,000 Millions
100,000 Hundred-thousands
10,000 TEN-Thousands
1,000 Thousands
100 Hundreds
10 TENS
1 ONES

Assessment Results:

Grades: Place Value

Lesson Plan #3- September 16th, 2019

Not yet posted

	Name		Status	Points
☐	[redacted]	Preview	Graded	10 (100%)
☐	[redacted]	Preview	Graded	10 (100%)

Student Self-Reflection:

1

How confident are you in today's lesson? Why?

5 The Greenest Face because you made the different names of place value very easy to understand

2

Could you teach place value to another student?

Yes

3

How can I change this lesson so you can better learn place value?

Nothing

1

How confident are you in today's lesson? Why?

5 because I liked making the chart with you.

2

Could you teach place value to another student?

Yes I think.

3

How can I change this lesson so you can better learn place value?

I don't know.

ABC Reflection Template

YOUR NAME: Meghan Taylor
Lesson Plan #3- September 16th, 2019

STUDENT NAME: Rebecca Malone and Jack Pearson

Please type all responses in the boxes below (they will expand as you type). Once you are finished, save this as a word document and submit through Canvas **within 24 hours of tutoring your student** in the module.

AFFECT *Describe your feelings and emotions during the tutoring sessions. * DO NOT just list events that occurred or say things like "this was great". For example, what was your comfort level like during the sessions? Do you feel you are prepared to manage situations that arise? Can you sense a change in your feelings/emotions as you gain more experience during your service learning hours? How are your attitudes towards struggling Math/Science students changing? Explain in detail and provide specific examples!*

As this may be considered the first 'official' lesson, after the getting to know you and pre-assessment, I was certainly nervous. From the past two sessions, Rebecca was not eager to work with me. However, Jack was very excited to work with me and asked immediately to do so. This definitely made me very happy and less nervous knowing that one of my students actually wanted to take the time to sit down with me and learn.

The level of math that Jack and Rebecca are currently at compared to their grade level astonishes me. I am upset by the fact that they seem to be overlooked by many previous teachers. They are not passing their FSA's, according to the data that I officially received today, and they continue to transition to the next grades. Additionally, they both have placed very low grade-level wise on

their i-Ready placements. How can students be struggling this much and no one notice or take the time to work with them and give them the chance to excel?

The frustration I feel from this is starting to change my idea of my future job. Initially, I wanted to have my own CSS or self-contained classroom. I have always loved the idea of having my own classroom. However, seeing the number of students in general education classrooms that need that extra pull out or push in services is overwhelming. I want to help these students in any way that I can. I am starting to consider working as a resource teacher for any subject, but I would enjoy math or science the most. Providing the extra time, help, and energy into these students may give them the chance to succeed and do well. They just need the opportunity and I hope that I can give them one.

BEHAVIOR *Write about your own ACTIONS during your tutoring sessions – what kind of things did you DO. How did you ACT in the situations you experienced? How will you act in similar situations to come? How could you apply what you've been learning in class or outside resources to future situations in order to change your actions in a more positive manner? What can you learn from the actions of others, like your peers, the classroom teacher and/or paraprofessionals?*

I suspect that as I work more with the students, that I will become much more comfortable with both them and as administering the lessons. Additionally, I believe that they will also become more comfortable with me as well. Jack is starting to open up more and is not afraid to ask questions. Rebecca is a little more reserved. When observing her in a whole group setting, she only talks to her cousin. By comparing how she acts in the whole group setting to how she acts in our small group settings, her behavior is very similar.

However, Rebecca appears to be more open with her comments of dismay and annoyance to the class and learning math when in the whole group setting. When working in our small group, she is much politer and answers with 'ma'ams.' I may choose to write my BIP on Rebecca. According to her data file, she has not received any formal write ups or referrals due to her behavior.

As I have yet to have any 'challenging behaviors' as defined by our book in Behavior Management, I believe I can become more positive as I work through lessons. I find myself overcorrecting the students as they work through the problems, rather than letting them make a mistake and then correct them. I feel like this is not the most positive approach. In turn, the students may become afraid or nervous to try new problems in fear that I will correct them and they are failing. I definitely want to work on this in the future and for future lessons.

CONTENT *Include connections to BOTH content you are learning during class sessions AND OTHER RESOURCES, SPECIFICALLY FROM PRIMARY RESEARCH JOURNAL ARTICLES. Demonstrate that you are critically thinking about the content and applying it in your tutoring sessions. If your student is having difficulty, look up what the research suggests and write about what you might try. Give examples. Reference literature, class discussions, and research. Be detailed and thorough – prove you are learning.*

Getting to know our students is often an overlooked 'best practice' in many classrooms. However, this is one noticing that I have come to want to better research and possibly base my inquiry question off of. I understand the importance of getting to know one's students, but I want to know if there are any specific best practices affiliated with getting to know your students. I want to "pursue knowing my students in a systematic and rigorous way" rather than just gathering and analyzing data on the students (REFERENCE).

I want to better know my students and find the interplay of factors that help to influence a student's learning. I do not want to leave anything that may be too important to chance. Knowing all of the important information about a student leads to better learning for every individual in the classroom and for the classroom in general.

Reference:

Powell, W., & Kusuma-Powell, O. (2011). *How to Teach Now: Five Keys to Personalized Learning in the Global Classroom*(pp. 1-6). Alexandria, VA: ASCD.

Retrieved from http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx

Name: Meghan Taylor	**Date:** September 18th, 2019- LESSON PLAN #4
Class Description: 8th Grade Pre-Algebra; General Education Class; My students: Rebecca Malone and Jack Pearson	
Content Area: Pre-Algebra, 8th grade mathematics	
IEP Connection and Relevant Florida Standards (include Access Points if applicable): MAFS.5.NBT.1.4- *Understand the place value system (of numbers with decimals).*	
Brief description of instruction: For a beginning lesson on place value, we will make a place value chart to differentiate between the different place value notation of numbers with decimals. Then we will run through some examples utilizing their charts and finish with an online quiz about place value.	
Rationale: When teaching place value, using manipulatives helps to explain and further show the students how place value works. When making the charts, we will compare the chart value to place value blocks (thousands, hundreds, tens, and ones). These blocks can also be applied to decimals and irrational number. I will explicitly teach the different place value notations of decimals through systematic instruction.	

Objective(s)	Lesson Sequence	Assessment	Materials Needed
Student will: By the end of the lesson, students will be able to identify the place value of an explicit number with decimals within a given number.	1. *Introduction/Advance Organizer/ Activating Prior Knowledge* First, we will review the place value notation of whole numbers from Monday's, Lesson Plan #3. We will first utilize the place value chart from the previous lesson, and run through some examples to scaffold today's lesson. *2. Modeling* Then, we will be making another place value chart. Either the students can choose to make an additional chart, or use the back side of the chart from Monday's lesson. An example chart can be found here. *3. Guided Practice* While making the place value chart, I will first explain that some numbers are not known as 'whole.' I can relate this back to eating part of a pizza or pie. People can have slices- ½ a pizza into 2 pieces. ¼ of a pizza into (?) pieces? We will then utilize the place value blocks to make sense of how numbers can be broken into smaller pieces. Next, we will move into making the actual chart. We will differentiate into the different notations of place value and put these into the chart. *4. Independent Practice* After creating the chart and utilizing the blocks, I will ask a series of questions on a white board and both students will take turns answering the questions. The questions will be similar to, "In the number 672,981.340 what number is in the hundredths place?" (4!) *5. Closure/Evaluation* The evaluation and assessment of this lesson will be through the online Microsoft forms quiz as addressed in the 'assessment' section.	*Assessment:* Students will be assessed on five multiple choice questions. These five questions ask to identify a number with a given place value notation, specific to decimals, within a large number. The assessment will be given through a Microsoft Forms Quiz. This lesson will be deemed successful if students score an 80% or higher on this quiz. *Student Self-Assessment:* Students will be asked three questions about the lesson. This will also be through Microsoft Forms. 4. How confident are you in today's lesson? 5. Could you teach this lesson to another student? 6. How could I change this lesson to so you can better learn place value of numbers with decimals?	- Blank Paper/Place Value Chart from Lesson #3 - Markers - Pencil - Place Value Blocks - White board - Dry erase markers - Computer for assessments (can utilize mine)

Accommodations / Modifications: Although neither of my students have an IEP, I can help to accommodate them if they need help physically creating the chart or writing the numbers with the chart. I can modify the place value chart by having labels previously made to cut and paste onto the assignment.

Reflection:

1. WHAT WENT WELL?

Once again, both students really enjoyed making the chart and the visual of the place value notation of numbers with decimals. For the informal assessment, they asked if they could use the chart and I let them this time and they were allowed to use the chart in the practice problems. They learned that they could compare the number in the assessment question to the chart and count over from the decimal to see which number fit the description that the question was asking.

2. WHAT YOU WOULD CHANGE AND WHY?

According to the self-assessment of the students, they would not want me to change anything on the lesson. They also felt very confident in their ability to identify the correct place value notation of numbers with decimals. However, I think the lesson would have gone smoother with a worksheet for practice problems rather than using a white board and writing the questions each time. I think the lesson would have been more fluent and would have flowed better.

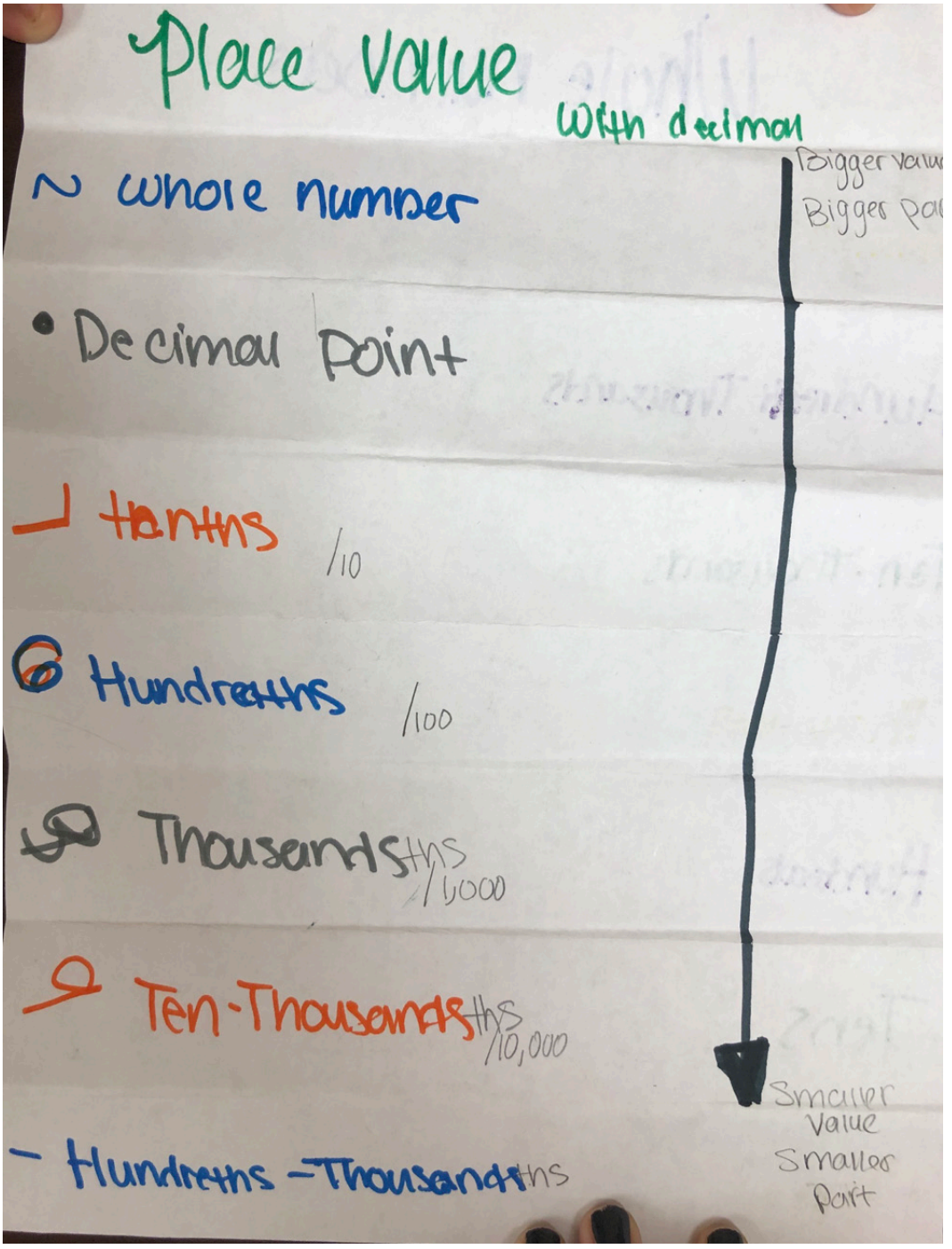
3. USING DATA DESCRIBE PROGESS MADE TOWARD PROJECT/LESSON GOALS AND OBJECTIVES?

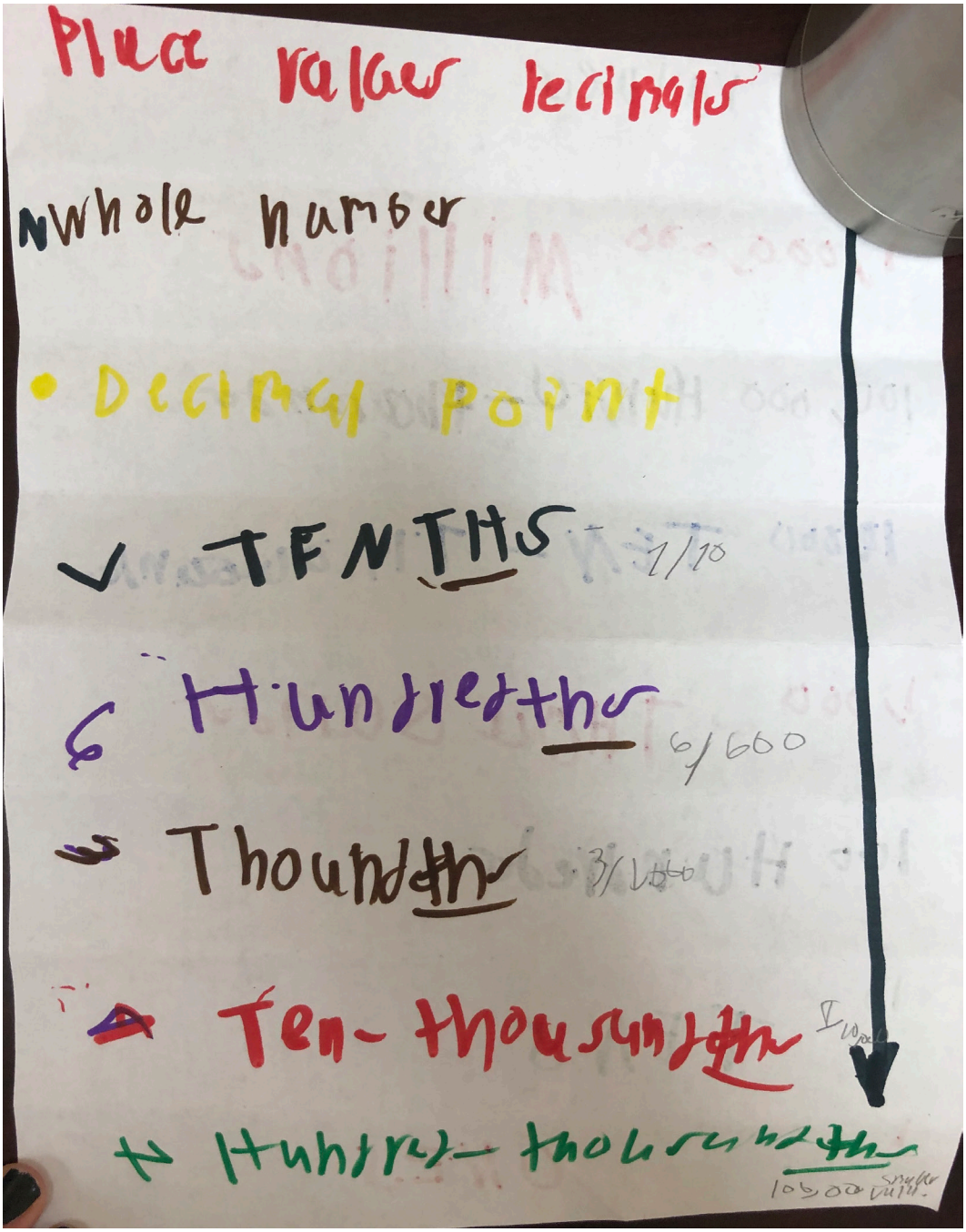
During the quiz at the end of the lesson, Rebecca received a 4/5 and Jack received a 5/5 on his quiz. Based off of this information and their confidence charts, we can move onto the next lesson. Both students were able to correctly identify the place value notation of a given number!

4. BASED ON WHAT HAPPENED IN THIS LESSON, WHAT DO YOU PLAN TO TEACH NEXT? BE SURE TO EXPLAIN HOW YOU WILL USE INFORMATION FROM THIS EVALUATION IN FUTURE LESSON PLANNING.

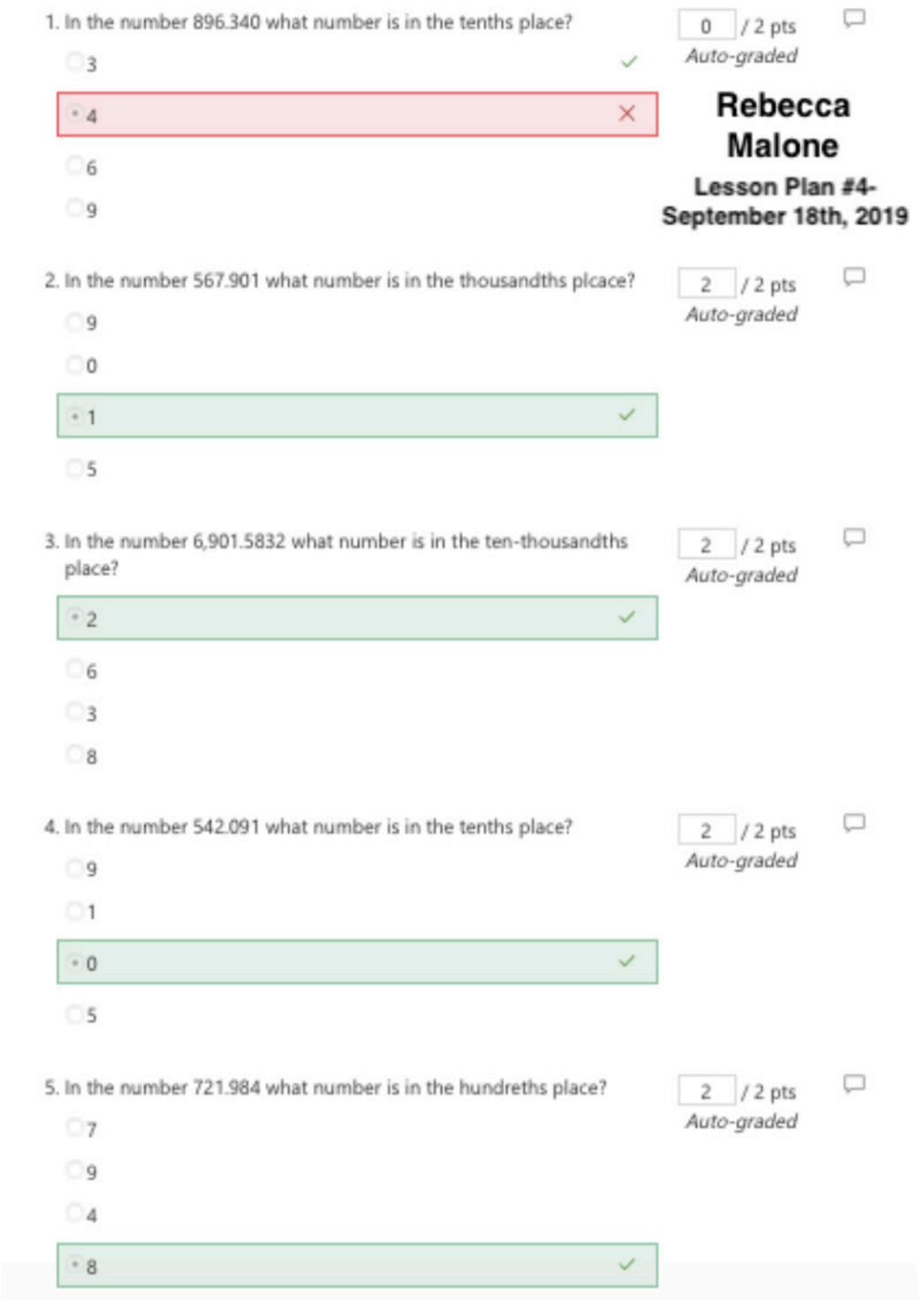
Based off the success in this lesson and the order of topics in the pre-assessment, we will be working on rounding numbers with decimals. We will round both to the whole number and to specific decimal number place value notations. For the practice problems for Lesson #5, I will be sure to make a worksheet rather than writing on a whiteboard and having the students answer verbally.

Student Work (Rebecca's then Jack's Work):




Place value decimals
whole number
Decimal Point
TENTHS 1/10
Hundredths 6/600
Thousandths
Ten-thousandths
Hundred-thousandths
100,000

Assessment Results:



1. In the number 896.340 what number is in the tenths place? — 0 / 2 pts — *Auto-graded*
   - 3 ✓
   - 4 ✗
   - 6
   - 9

Rebecca Malone

Lesson Plan #4- September 18th, 2019

2. In the number 567.901 what number is in the thousandths plcace? — 2 / 2 pts — *Auto-graded*
   - 9
   - 0
   - 1 ✓
   - 5

3. In the number 6,901.5832 what number is in the ten-thousandths place? — 2 / 2 pts — *Auto-graded*
   - 2 ✓
   - 6
   - 3
   - 8

4. In the number 542.091 what number is in the tenths place? — 2 / 2 pts — *Auto-graded*
   - 9
   - 1
   - 0 ✓
   - 5

5. In the number 721.984 what number is in the hundreths place? — 2 / 2 pts — *Auto-graded*
   - 7
   - 9
   - 4
   - 8 ✓

1. In the number 896.340 what number is in the tenths place? 2 / 2 pts *Auto-graded*

- 3 ✓
- 4
- 6
- 9

Jack Pearson

Lesson Plan #4- September 18th, 2019

2. In the number 567.901 what number is in the thousandths plcace? 2 / 2 pts *Auto-graded*

- 9
- 0
- 1 ✓
- 5

3. In the number 6,901.5832 what number is in the ten-thousandths place? 2 / 2 pts *Auto-graded*

- 2 ✓
- 6
- 3
- 8

4. In the number 542.091 what number is in the tenths place? 2 / 2 pts *Auto-graded*

- 9
- 1
- 0 ✓
- 5

5. In the number 721.984 what number is in the hundreths place? 2 / 2 pts *Auto-graded*

- 7
- 9
- 4
- 8 ✓

Self-Reflection Assessment Results:

1

How confident are you in knowing place value notation of numbers with decimals?

1 2 3 4 5

2

If another student asked for help in understanding place value of numbers with decimals, could you use what you learned from today to help teach them?

yes

3

Is there anything I can change for future lessons to help you better learn or understand anything?

no

4

Bonus Question! I want to know more about you! What is your favorite T.V. show or movie and why?

my favorite movie is high school musical because i love how they have so much energy and the music on there

1

How confident are you in knowing place value notation of numbers with decimals?

1 2 3 4 5

2

If another student asked for help in understanding place value of numbers with decimals, could you use what you learned from today to help teach them?

Yes

3

Is there anything I can change for future lessons to help you better learn or understand anything?

Not that i know of

4

Bonus Question! I want to know more about you! What is your favorite T.V. show or movie and why?

I like sponge bob because its funny and i enjoy watching it

ABC Reflection Template

YOUR NAME: Meghan Taylor
Lesson Plan #4- September 18th, 2019

STUDENT NAME: Rebecca Malone and Jack Pearson

Please type all responses in the boxes below (they will expand as you type). Once you are finished, save this as a word document and submit through Canvas **within 24 hours of tutoring your student** in the module.

AFFECT *Describe your feelings and emotions during the tutoring sessions. * DO NOT just list events that occurred or say things like "this was great". For example, what was your comfort level like during the sessions? Do you feel you are prepared to manage situations that arise? Can you sense a change in your feelings/emotions as you gain more experience during your service learning hours? How are your attitudes towards struggling Math/Science students changing? Explain in detail and provide specific examples!*

As we work through more lessons and tutoring sessions with each other, I do feel as though both the students and I are becoming more comfortable with each other. Rebecca and Jack both have been asking more questions when they are confused or do not understand something. I strongly believe that this does correlate with them feeling more comfortable by working with me overall.

As compared to the large Reading project that we ran tutoring sessions within Field I, I definitely feel as though this math project is a lot more intensive. Although I love math a lot more than reading, there is a lot more planning involved with this math project. I feel like teaching the concepts is a little easier, as there is a definite and correct answer, but math is more demanding of the students. I find it harder to make lessons interesting and more engaging for the students in math. In the reading tutoring sessions, it was easy to relate the passages and words we were working with to my student's interests. I find it much harder to connect with my students this time. This may also be because these students are in middle school and do not open up as much as my students did in elementary school last semester.

BEHAVIOR *Write about your own ACTIONS during your tutoring sessions – what kind of things did you DO. How did you ACT in the situations you experienced? How will you act in similar situations to come? How could you apply what you've been learning in class or outside resources to future situations in order to change your actions in a more positive manner? What can you learn from the actions of others, like your peers, the classroom teacher and/or paraprofessionals?*

Overall, learning and teaching decimals is often one of the harder lessons for students to grasp. Trying to find a way to teach and name decimals, even when just recognizing the place value notation of numbers with decimals, students are confused. When I originally introduced the lesson and told them that we would be working with decimals, I could see the look of disdain and frustration on both Rebecca's and Jack's faces. I knew from the start this would be one of the more difficult lessons, as well as many of the following lessons as they all deal with decimals. As the future lessons all deal with decimals, it is equally important to make sure that they understand this lesson to build the greater foundation of decimals.

Although I knew that the students were struggling with the naming of place value decimals from the start, I was hoping that they would not openly act out or display any behaviors because of their frustration with decimals. Oftentimes, when students are knowingly frustrated or confused with a certain topic, they will engage in behaviors that may not be typical of them.

However, this was not the case for today's lesson. Both students seemed to pay more attention to making their place value chart. They both asked plenty of questions to ensure they were naming their notations correctly. Before they took their quiz/assessment, I asked them if they wanted more practice or to move on. They were both open and honest and confessed that they would like to practice on some more problems to make sure they understood the names and place value notations.

For the next lesson, on rounding decimals for lesson plan #5, I will be sure to relate back to the charts made in today's lessons. As today's lesson was truly the foundation of their decimals lesson, it is imperative that they master the naming of the decimals to ensure they can complete the next tasks when working with decimals.

CONTENT *Include connections to BOTH content you are learning during class sessions AND OTHER RESOURCES, SPECIFICALLY FROM PRIMARY RESEARCH JOURNAL ARTICLES. Demonstrate that you are critically thinking about the content and applying it in your tutoring sessions. If your student is having difficulty, look up what the research suggests and write about what you might try. Give examples. Reference literature, class discussions, and research. Be detailed and thorough – prove you are learning.*

Oftentimes, students might engage in rude behaviors "when they become disengaged from the class" (Carnegie Mellon University, 2019). This might begin to happen when the student becomes bored, confused, or frustrated with a particular subject or topic. When students begin to act out in challenging behaviors, the behavior can come in a multitude of forms as it is the rudeness that Rebecca often acts and displays. However, some students may begin to act rudely as a way "of registering their disapproval with the course as a whole" (Carnegie Mellon University). This disengagement and rudeness begin to affect the student's confidence and how they perform in the class. Student's confidence level is highly related to their engagement, feelings, and behavior within a particular class. For the inquiry project, I am doing a lot of wondering on student confidence and how different factors affect student confidence and their overall performance in the class.

Carnegie Mellon University. (2019). Students are confused, bored, or frustrated with the course. In *Eberly Center, Teaching Excellence & Educational Innovation*. Retrieved September 22, 2019, from https://www.cmu.edu/teaching/solveproblem/strat-behaverudely/behaverudely-03.html

Name: Meghan Taylor	**Date:** September 23rd, 2019 & September 25th, 2019- LESSON PLAN #5
Class Description: 8th Grade Pre-Algebra; General Education Class; My students: Rebecca Malone and Jack Pearson	
Content Area: Pre-Algebra, 8th grade mathematics	
IEP Connection and Relevant Florida Standards (include Access Points if applicable): MAFS.5.NBT.1.4- *Use place value understanding to round decimals to any place.*	
Brief description of instruction: Utilizing their place value charts made from lessons #3 and #4, we will round decimals to their correct place value notation. We will learn the lesson in a small group setting, run through practice problems, and then work on worksheets independently. Then, they will complete the lesson by taking a small quiz and self-reflection.	
Rationale: Overall, decimals are a very hard concept for students to grasp and understand. In the previous lesson, we used place value blocks to better understand how decimals work and why we have decimals. These place value blocks did not work the best for the students, although manipulatives usually work. For learning how to round decimals, we can make number lines and visually see where the decimals land and where they should be rounded to.	

Objective(s)	Lesson Sequence	Assessment	Materials Needed
Student will: By the end of the lesson, students will be able to round numbers with decimals to their correct place value notation.	1. *Introduction/Advance Organizer/ Activating Prior Knowledge* To activate prior knowledge, we will quickly review the names and notations for the place value of numbers with decimals from their last lesson plan, #4. *2. Modeling* When teaching the lesson on how to round decimals, we will be making number lines to visualize which way we should round the numbers. "5 or more, add one more. 4 or less, let it rest." This little rhyme helps the students to remember which way to round numbers! *3. Guided Practice* We will first work some problems out together on pieces of paper and/or a whiteboard by creating the number line and finding which way to round the numbers. We will take turns as a group working through these problems. *4. Independent Practice* For independent practice, the students will complete the worksheet. There are 3 numbers and students will have to round each number to the appropriate tenths, hundredths, thousandths, and ten-thousandths place. We can work together on these problems or if they need help, I will assist them. *5. Closure/Evaluation* The evaluation and assessment of this lesson will be through the online Microsoft forms quiz as addressed in the 'assessment' section.	*Assessment:* Students will be assessed on five multiple choice questions. These five questions ask to identify a number with a given place value notation, specific to decimals, within a large number. The assessment will be given through a Microsoft Forms Quiz. This lesson will be deemed successful if students score an 80% or higher on this quiz. *Student Self-Assessment:* Students will be asked three questions about the lesson. This will also be through Microsoft Forms. 7. How confident are you in today's lesson? 8. Could you teach this lesson to another student? 9. How could I change this lesson to so you can better learn place value of numbers with decimals? 10. Bonus Question: What is your favorite candy?	- Place Value charts made from Lessons #3 and #4 - Rounding Decimals worksheet - Pencil - White board - Dry erase markers - Computer for assessments (can utilize mine)

Accommodations / Modifications: Although neither of my students have an IEP, I can help to accommodate them if they need help when working on the independent practice worksheet. I will read aloud any of the problems or assist in any questions that they have asked.

Reflection:

1. WHAT WENT WELL?

Overall, I think the lesson went well. This time, I split the lesson up into two days to ensure that the students were really understanding the material as I thought that they would need more time than just a half hour on Monday. I planned a worksheet for Wednesday, but we ended up doing the majority of the problems, before the assessment and self-reflection, on a white board and answering the questions orally. Both students seemed to enjoy this more rather than having independent worksheets.

2. WHAT YOU WOULD CHANGE AND WHY?

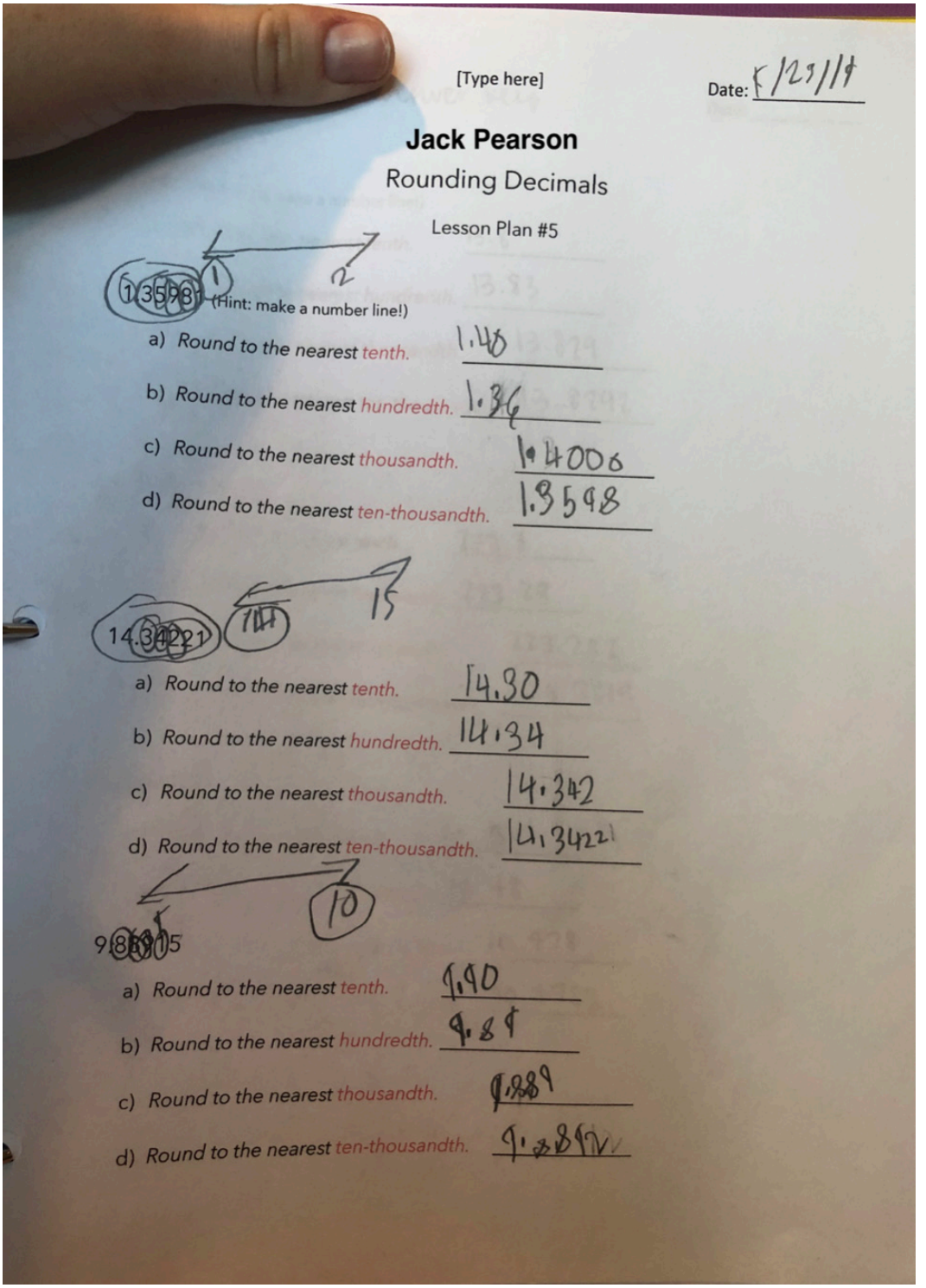
For the next two-day lesson, I would have both worksheets ready to work on in case the lesson goes faster. The first half of the lesson on Monday lasted the perfect amount of time, as they were going to switch periods, but I would like to be more prepared for the next time.

3. USING DATA DESCRIBE PROGESS MADE TOWARD PROJECT/LESSON GOALS AND OBJECTIVES?

Based on the assessment through Microsoft forms, Rebecca missed one of the questions. (Can see below.) I am pretty certain that she either clicked the wrong answer button or just did not read the correct answer choices. Her mistake came from the whole number aspect, rather than the decimal rounding and notation. Jack also missed one of the questions, but receiving an 80% as a grade for both of them shows that they have successfully learned how to round decimals and are ready for the next lesson.

4. BASED ON WHAT HAPPENED IN THIS LESSON, WHAT DO YOU PLAN TO TEACH NEXT? BE SURE TO EXPLAIN HOW YOU WILL USE INFORMATION FROM THIS EVALUATION IN FUTURE LESSON PLANNING.

Based on the sequence of lessons and topics on their pre-assessment, I would like to move into writing the correct number form of numbers originally written in English notation. I will be sure to have more worksheets readily available, even on the first day of lessons. Additionally, from the data collected by Dr. Reed, I need to ask my questions differently. Rather than asking simple "yes or no" questions, that always have a "yes" answer, I need to ask the students to really explain their answers. Additionally, rather than commentating a simple "good" I need to elaborate on this.



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Date: 5/23/14

Jack Pearson

Rounding Decimals

Lesson Plan #5

1.35981 (Hint: make a number line!)

a) Round to the nearest tenth. 1.40

b) Round to the nearest hundredth. 1.36

c) Round to the nearest thousandth. 1.40006

d) Round to the nearest ten-thousandth. 1.35998

14.34221

a) Round to the nearest tenth. 14.30

b) Round to the nearest hundredth. 14.34

c) Round to the nearest thousandth. 14.342

d) Round to the nearest ten-thousandth. 14.34221

9.8905

a) Round to the nearest tenth. 9.90

b) Round to the nearest hundredth. 9.89

c) Round to the nearest thousandth. 9.889

d) Round to the nearest ten-thousandth. 9.8905

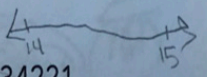
1.35981 (Hint: make a number line!)

a) Round to the nearest tenth. 1.4

b) Round to the nearest hundredth. 1.36

c) Round to the nearest thousandth. 1.4000

d) Round to the nearest ten-thousandth. 1.3598



14.34221

a) Round to the nearest tenth. 14.30

b) Round to the nearest hundredth. 14.34

c) Round to the nearest thousandth. 14.342

d) Round to the nearest ten-thousandth. 14.3422

Rebecca Malone

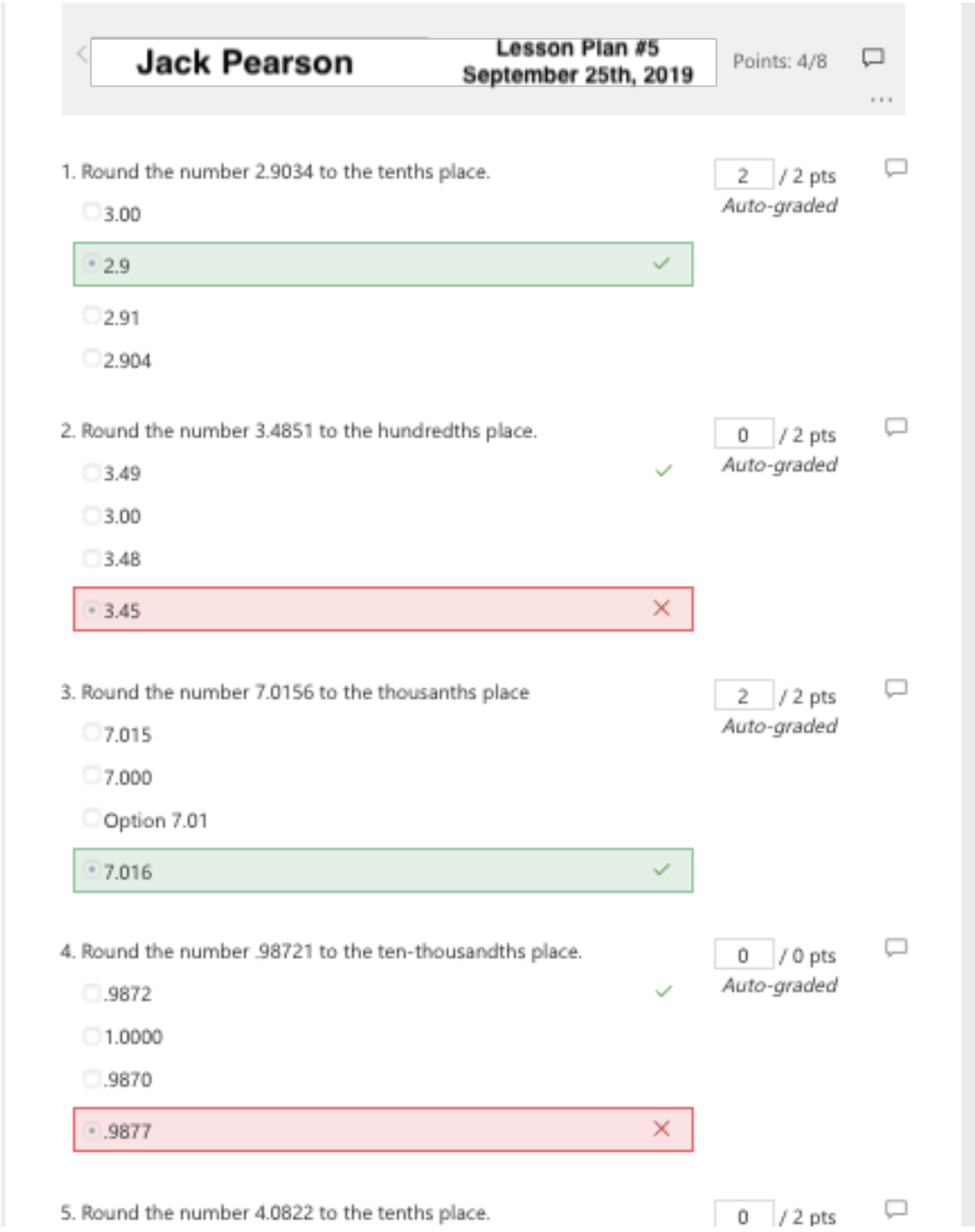
9.88915

a) Round to the nearest tenth. 9.90

b) Round to the nearest hundredth. 9.89

c) Round to the nearest thousandth. 9.891

d) Round to the nearest ten-thousandth. 9.8892



Jack Pearson — **Lesson Plan #5** — **September 25th, 2019** — Points: 4/8

1. Round the number 2.9034 to the tenths place. — 2 / 2 pts — *Auto-graded*
   - 3.00
   - 2.9 ✓
   - 2.91
   - 2.904

2. Round the number 3.4851 to the hundredths place. — 0 / 2 pts — *Auto-graded*
   - 3.49 ✓
   - 3.00
   - 3.48
   - 3.45 ✗

3. Round the number 7.0156 to the thousanths place — 2 / 2 pts — *Auto-graded*
   - 7.015
   - 7.000
   - Option 7.01
   - 7.016 ✓

4. Round the number .98721 to the ten-thousandths place. — 0 / 0 pts — *Auto-graded*
   - .9872 ✓
   - 1.0000
   - .9870
   - .9877 ✗

5. Round the number 4.0822 to the tenths place. — 0 / 2 pts

Rebecca Malone | **Lesson Plan #5 September 25th, 2019** | Points: 8/10

1. Round the number 2.9034 to the tenths place. — 2 / 2 pts *Auto-graded*

- 3.00
- 2.9 ✓
- 2.91
- 2.904

2. Round the number 3.4851 to the hundredths place. — 2 / 2 pts *Auto-graded*

- 3.49 ✓
- 3.00
- 3.48
- 3.45

3. Round the number 7.0156 to the thousanths place — 0 / 2 pts *Auto-graded*

- 7.015 ✗
- 7.000
- Option 7.01
- 7.016 ✓

4. Round the number .98721 to the ten-thousandths place. — 2 / 2 pts *Auto-graded*

- .9872 ✓
- 1.0000
- .9870
- .9877

5. Round the number 4.0822 to the tenths place. — 2 / 2 pts *Auto-graded*

- 4.20
- 4.01
- 4.00
- 4.1 ✓

1

How confident are you rounding decimals? *

★★★★☆

2

Why do you feel confident or not confident? *

I don't remember which numbers are in which place sometimes

3

How can I make this lesson better for you or other students in the future? *

Nothing

4

Bonus question! What is your favorite type of candy?

Gummy worms

1

How confident are you rounding decimals? *

★ ★ ★ ★ ☆

2

Why do you feel confident or not confident? *

I sometimes mix up the names of the place value

3

How can I make this lesson better for you or other students in the future? *

I don't know

4

Bonus question! What is your favorite type of candy?

Chocolate

ABC Reflection Template

YOUR NAME: Meghan Taylor

STUDENT NAME: Rebecca Malone and Jack Pearson
Lesson Plan #5: September 23rd, 2019 & September 25th, 2019

Please type all responses in the boxes below (they will expand as you type). Once you are finished, save this as a word document and submit through Canvas **within 24 hours of tutoring your student** in the module.

AFFECT *Describe your feelings and emotions during the tutoring sessions. * DO NOT just list events that occurred or say things like "this was great". For example, what was your comfort level like during the sessions? Do you feel you are prepared to manage situations that arise? Can you sense a change in your feelings/emotions as you gain more experience during your service learning hours? How are your attitudes towards struggling Math/Science students changing? Explain in detail and provide specific examples!*

For the first day of this lesson, on Monday, I was definitely nervous and scared. Dr. Reed was coming to start her first "coaching session." Automatically, I stressed and grew anxious over the thought of her watching me and my teaching. I was confident in my lesson overall, but this idea scared me. Although I knew that I should not stress and that there was no need for stress, I did so anyways.

As I was nervous for this tutoring session, I felt prepared. As always, I had my lesson plan and my plan for teaching the lesson along with a worksheet and corresponding assessment and self-reflection. However, when the actual teaching came, I feel as though I rushed through the lesson rather than taking my time. I do believe this was a result of the nervousness, but I should learn to be okay with the pressure of someone watching me. Personally, I struggle with being the center of attention and presenting in front of many people.

Even though the lesson was a little rushed, I do feel as though I executed the main idea of the lesson well. After the fact, when looking back at the data that Dr. Reed collected, I did a better job than I thought I did. This definitely reassures my own confidence when I move onto teaching more lessons in the future.

BEHAVIOR *Write about your own ACTIONS during your tutoring sessions – what kind of things did you DO. How did you ACT in the situations you experienced? How will you act in similar situations to come? How could you apply what you've been learning in class or outside resources to future situations in order to change your actions in a more positive manner? What can you learn from the actions of others, like your peers, the classroom teacher and/or paraprofessionals?*

As Dr. Reed was watching my lesson, I asked her to focus on student engagement and how distracted they become when we work in our tutoring sessions. Initially, I was under the impression that both Rebecca and Jack were off task and distracted more than they were engaged. However, I once again focused on the small negative aspect than the larger and better part of the lesson.

When looking at the data, based on a ten-minute interval, Rebecca was on task 80% of the time and Jack was on task 85% of the time. Overall, both students were on task and engaged a very nice majority of the time. I would definitely consider their engagement as a success.

Therefore, there are really no challenging behaviors that I face with Jack and Rebecca. They are both very well behaved in our small group setting! However, my own behavior and actions can be improved. Rather than simply just praising the students with the word "good" I need to elaborate on this and expand. "Good" will not necessarily boost their confidence. However, if I am more specific and offer more insight, I hope that this can boost their confidence and therefore help them excel more.

CONTENT *Include connections to BOTH content you are learning during class sessions AND OTHER RESOURCES, SPECIFICALLY FROM PRIMARY RESEARCH JOURNAL ARTICLES. Demonstrate that you are critically thinking about the content and applying it in your tutoring sessions. If your student is having difficulty, look up what the research suggests and write about what you might try. Give examples. Reference literature, class discussions, and research. Be detailed and thorough – prove you are learning.*

By offering more extensive forms of praise, student's "own perception of self-confidence will flourish along with their emotional well-being" Maclellan, 2017, pp. 10). Confidence is strongly linked to how well a student may perceive the world and themselves through their emotional well-being. Additionally, as a student's confidence affects their emotional well-being, this factor can play into mental illness.

Students need to feel confident and in touch with their emotions in order to succeed. However, school is not as important as mental health. A student's own health should be prioritized over their grades and schooling. However, student's mental health can be improved when there is the ability to "promote self-confidence in the classroom" through forms of praise and compliments (Maclellan, 2017, pp. 7).

Therefore, a student's confidence may heighten when there are more involved and heightened amounts of praise from a teacher or peer. This can also help to improve a student's mental health and lastly lead to better grades and schooling.

Maclellan, E. (2017). How might teachers enable learner self-confidence? A review study. In *University of Strathclyd: School of Education: Faculty of Humanities, Arts and Social Sciences*. Retrieved from https://pdfs.semanticscholar.org/21b2/dcb7d75e4836f27310d9a91044206205c19c.pdf

Name: Meghan Taylor	**Date:** September 30th, 2019 & October 1st, 2019- LESSON PLAN #6
Class Description: 8th Grade Pre-Algebra; General Education Class; My students: Rebecca Malone and Jack Pearson	
Content Area: Pre-Algebra, 8th grade mathematics	
IEP Connection and Relevant Florida Standards (include Access Points if applicable): *MAFS.5.NBT.1.3- Read, write, and compare decimals to thousandths.* *a. Read and write decimals to thousandths using base-ten numerals and number names.*	
Brief description of instruction: We are moving onto the next logical section of math topics that suits their pre-assessment data and test. We are now working on writing numbers, when given in typical English written language, into numerical form. These numbers include decimals.	
Rationale: When explaining this lesson, I chose to create mini-place value charts for all of the examples on the worksheet. These charts break down the numbers that they are reading in English. They will use this chart to separate the numbers into the different place value in order to not mix up or read over an important value. This chart is a strong resource that they can create for all of the problems, and eventually simplify to best suit their needs.	

Objective(s)	Lesson Sequence	Assessment	Materials Needed
Student will: By the end of the lesson, students will be able to write the numerical notation of numbers with decimals originally written in word-form.	1. *Introduction/Advance Organizer/ Activating Prior Knowledge* Welcome students and ask them how their weekend went and create a small discussion with them. This will help to create a better bond with them. Then, introduce the prior lessons on place value. Word these questions so they have to explain, rather than answering with a yes or no question. "Last week we were working on something different than we will be working on today. Jack (or Rebecca), do you remember what we did?" Proceed to ask the other student to explain how we do those type of problems. "Rebecca, (or Jack), now that we know that we did _____ (place value with decimals), how are we able to tell what number is in the specific place value place?" These questions will remind them of what we did prior to the lesson in order to bring about their learned schema and prepare them for this lesson. Then, I will introduce what we are doing today. "We are working on writing numbers from written form into number form!" and move into the lesson. *2. Modeling* When initially introducing the lesson, I will be writing example problems down on the dry-erase board and showing Jack and Rebecca how to think about these problems and then analyze them. I will be sure to use a mini place-value chart to show them how they can break up the written form into numerical form without missing or over-reading an important digit or place value. *3. Guided Practice* Together, Jack, Rebecca, and I will run through the first couple of problems on their worksheet. The first couple have place-value charts built in that they can fill out. *4. Independent Practice* For independent practice, Rebecca and Jack will continue to work on the worksheet. Some of the questions will no longer have a place-value chart written in so they may choose to create their own to help them with writing the correct number. *5. Closure/Evaluation* The evaluation and assessment of this lesson will be through the online Microsoft forms quiz as addressed in the 'assessment' section.	*Assessment:* Students will be assessed on five multiple choice questions. These five questions ask to identify a number with a given place value notation, specific to decimals, within a large number. The assessment will be given through a Microsoft Forms Quiz. This lesson will be deemed successful if students score 2 of 3 questions correctly. *Student Self-Assessment:* Students will be asked three questions about the lesson. This will also be through Microsoft Forms. 11. How confident are you in today's lesson? 12. Could you teach this lesson to another student? 13. How could I change this lesson to so you can better learn place value of numbers with decimals? 14. Bonus Question: Do you have any siblings? If so, do you like to play with them?	- Place Value charts made from Lessons #3 and #4 - Numerical Writing Worksheet - Pencil - White board - Dry erase markers - Computer for assessments (can utilize mine)

Accommodations / Modifications: Although neither of my students have an IEP, I can help to accommodate them if they need help when working on the independent practice worksheet. I will read aloud any of the problems or assist in any questions that they have asked. Additionally, if the students choose to make new mini place-value charts for the problems without the charts already given, then I will help them make a new chart if needed and asked.

Reflection:

1. WHAT WENT WELL?

I really believe that making the different place value charts for the students was the best part of the lesson. This really helped clarify which numbers were in each place. It also helped when deciding if there needed to be a 'holding 0' in the middle of some numbers. When the students had the option to work on problems without the chart already drawn for them, they drew it or made one themselves. They realized that it helped them differentiate the different place value notations and get the questions correct.

2. WHAT YOU WOULD CHANGE AND WHY?

If I were to do this lesson again, I would be sure to have more problems that need a 'holding 0' in the middle. I would make sure the first question would be one of these so the students would understand the importance of the zeros in the middle of the number. They didn't realize the importance as first, as they know 0 does not have a value. Upon explaining that a 0 in the middle of the number changes the value, they understood this more.

3. USING DATA DESCRIBE PROGESS MADE TOWARD PROJECT/LESSON GOALS AND OBJECTIVES?

Based off of their mini-assessment/quiz results, both Jack and Rebecca understood how to correctly write the numbers in their numerical form. Soon, I plan on having a mid-semester diagnostic assessment to see how well they are remembering past topics and the ones that we have covered so far.

4. BASED ON WHAT HAPPENED IN THIS LESSON, WHAT DO YOU PLAN TO TEACH NEXT? BE SURE TO EXPLAIN HOW YOU WILL USE INFORMATION FROM THIS EVALUATION IN FUTURE LESSON PLANNING.

For the next lesson, lesson plan #7, we will be working on adding (and then subtracting) numbers with decimals. I think I might break this lesson up into two separate parts. Based off of their pre-assessment results, both Jack and Rebecca struggled with subtracting in general. I think a whole lesson dedicated to showing them how to subtract will help them better understand the process to subtracting.

1. Thirty-one and forty-five hundredths

0 / 0 pts
Auto-graded

- 31.045
- 31.45 ✓
- 30.45
- 30.00045

Jack Pearson

Lesson Plan #6- October 1st, 2019

2. Two-hundred twenty-two and one-tenth

0 / 0 pts
Auto-graded

- 220.01
- 2.1 ✗
- 222.1 ✓
- 222.011

3. Sixty-seven and nine-hundredths

0 / 0 pts
Auto-graded

- 67.09 ✓
- 67.90
- 67.009
- 76.009

1. Thirty-one and forty-five hundredths

0 / 0 pts
Auto-graded

- 31.045
- 31.45 ✓
- 30.45
- 30.00045

Rebecca Malone

Lesson Plan #6- October 1st, 2019

2. Two-hundred twenty-two and one-tenth

0 / 0 pts
Auto-graded

- 220.01
- 2.1
- 222.1 ✓
- 222.011

3. Sixty-seven and nine-hundredths

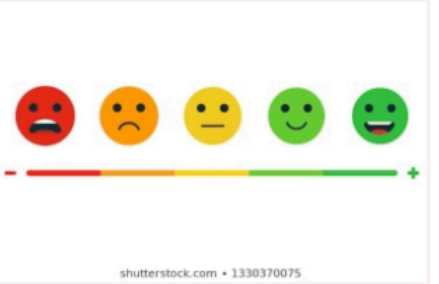
0 / 0 pts
Auto-graded

- 67.09 ✓
- 67.90
- 67.009
- 76.009

1

Jack Pearson

Lesson Plan #6-
October 1st, 2019



How confident are you in being able to write the numerical form of numbers written in typical English? *

4. I forget the names of the place value and which number is in it

2

If another student asked for help in writing the numerical form of numbers with decimals, could you use what you learned from today to help teach them? *

Probably

3

Is there anything I can change for future lessons to help you better learn or understand anything? *

No

4

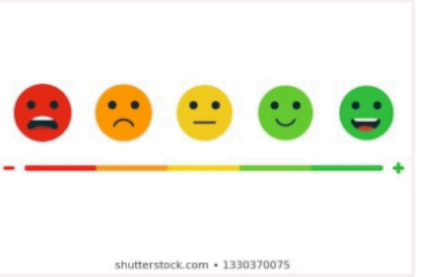
*Bonus Question! I want to know more about you! Do you have any siblings at home? If so, do you like to play with them?

I have a brother that I play Fortnite with

1

Rebecca Malone

Lesson Plan #6-
October 1st, 2019



How confident are you in being able to write the numerical form of numbers written in typical English? *

4. I sometimes forget what numbers are in what place

2

If another student asked for help in writing the numerical form of numbers with decimals, could you use what you learned from today to help teach them? *

Yes

3

Is there anything I can change for future lessons to help you better learn or understand anything? *

I don't think so

4

*Bonus Question! I want to know more about you! Do you have any siblings at home? If so, do you like to play with them?

I have a little brother

ABC Reflection Template

YOUR NAME: Meghan Taylor

STUDENT NAME: Rebecca Malone & Jack Pearson
Lesson Plan #6- September 30th, and October 2nd, 2019

Please type all responses in the boxes below (they will expand as you type). Once you are finished, save this as a word document and submit through Canvas **within 24 hours of tutoring your student** in the module.

AFFECT *Describe your feelings and emotions during the tutoring sessions. * DO NOT just list events that occurred or say things like "this was great". For example, what was your comfort level like during the sessions? Do you feel you are prepared to manage situations that arise? Can you sense a change in your feelings/emotions as you gain more experience during your service learning hours? How are your attitudes towards struggling Math/Science students changing? Explain in detail and provide specific examples!*

Due to a change in schedule, Rebecca and Jack were required to take a test during the first half of the lesson, on Monday, September 30th. Due to their test, I was not able to work with them and had to wait until Wednesday, October 2nd to do the entire lesson with them. This made me nervous, because I originally planned on the lesson taking two days and thought about pushing the lesson from this Wednesday and onto the following Monday, October 7th. However, when teaching the lesson on the second, both Rebecca and Jack completely understood how to have the written form of a number and convert the number into its numerical form.

I found it beneficial having the place value chart written under the worksheet for the first five problems. Both students utilized this place value chart and it helped them depict which numbers are in the correct place value chart without skipping over a value or forgetting to place a 0 in the correct notation spot.

This was the first time that we were able to walk down to the library and have a quieter area to work on the lesson with. Additionally, we got more time to work so I do not find it necessary to continue this lesson onto another day. The library seemed to really eliminate distractions, as we were the only people in there. Rebecca and Jack's focus improved a lot more and the overall environment was much better. We could all work at one table with each other and I could sit in between them and show them how to work through the problems if they needed the assistance.

BEHAVIOR *Write about your own ACTIONS during your tutoring sessions – what kind of things did you DO. How did you ACT in the situations you experienced? How will you act in similar situations to come? How could you apply what you've been learning in class or outside resources to future situations in order to change your actions in a more positive manner? What can you learn from the actions of others, like your peers, the classroom teacher and/or paraprofessionals?*

By having the opportunity to conduct the lesson in the library, both students were more on task and willing to learn. The library eliminated hallway distractions and interruptions from other students roaming the halls during class time. I found both Rebeca and Jack to be more on task and ready to learn during the entirety of the lesson.

Additionally, I found that the lesson went a lot smoother when we were in the library. Initially, I was concerned that the students following us in the hallway would join us in the library and continue to be a disruption, as Rebecca was talking to them during the walk down. However, they continued with their class and upon entering the library both students were ready to work.

When given the time and opportunity to use the library for future lessons, I will be sure to do so. Changing the environment really benefited both Jack and Rebecca and the learning of the lesson as a whole.

CONTENT *Include connections to BOTH content you are learning during class sessions AND OTHER RESOURCES, SPECIFICALLY FROM PRIMARY RESEARCH JOURNAL ARTICLES. Demonstrate that you are critically thinking about the content and applying it in your tutoring sessions. If your student is having difficulty, look up what the research suggests and write about what you might try. Give examples. Reference literature, class discussions, and research. Be detailed and thorough – prove you are learning.*

Changing the physical environment of where I teach the lessons to Jack and Rebecca can also begin to influence their confidence levels and self-efficacy. Previously, the hall way lead to inherent distractions such as other students bothering us or them during our work time. Other times, students would comment that they are working out there and with me because they "are the dumb ones." This would not improve their confidence and only bring them further down.

Therefore, changing the lesson environment to the quiet and peacefulness of the library, the "environmental variables are manipulated in order to manipulate self-confidence ratings, performance behavior, or other factors" (Druckman, 1994, pp. 197). The environment matters to students. They are not going to want to work when they are given an environment that does not allow for growth.

Druckman, D. (1994). *Learning, Remembering, Believing: Enhancing Human Performance* (pp. 173-396). Washington, D.C., DC: National Research Council. Retrieved October 5, 2019, from https://www.nap.edu/read/2303/chapter/13

Name: Meghan Taylor	**Date:** Planned for October 7th and 9th- Ended up working on this lesson due to scheduling conflicts on October 21st & 23rd LESSON PLAN #7
Class Description: 8th Grade Pre-Algebra; General Education Class; My students: Rebecca Malone and Jack Pearson	
Content Area: Pre-Algebra, 8th grade mathematics	
IEP Connection and Relevant Florida Standards (include Access Points if applicable): MAFS.6.NS.2.3- Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	
Brief description of instruction: We will begin the lesson my addressing what we did previously, changing the numbers from English notation to numerical notation. Then, we will learn how to add numbers with decimals by breaking them up into their appropriate place values to ensure that incorrect numbers are not added together. The first part of the worksheet will have the numbers written for them, aligned correctly. The second half of the worksheet Jack and Rebecca will have to align their own problems to ensure that they understand the importance of lining the problems up correctly.	
Rationale: For adding, we will be using graph paper. Using graph paper ensures students will align the different addition problems up correctly to reduce errors of adding the wrong numbers when they are not in the same place value notation. The graph paper allows the students to visually align the different numbers in their correct place value and notation. Wichita Public Schools. (2014). Multiplication Fact Strategies. In *Cartersville Schools Teaching Strategies*. Retrieved from https://www.cartersvilleschools.org/cms/lib/GA02202677/Centricity/Domain/1637/Multiplication%20Fact%20Strategies.pdf	

Objective(s)	Lesson Sequence	Assessment	Materials Needed
Student will: By the end of the lesson, students will be able to add numbers with decimals to the thousandths place.	1. *Introduction/Advance Organizer/ Activating Prior Knowledge* Welcome students and begin to address past lessons and schema. We were not able to work for a week due to me being out sick, and then them testing. The last lesson we worked on was writing the numbers in numerical form when given in English notation. "Jack, it was a little bit ago, but what did we work on last when we worked together?" "Rebecca, is it important to including the 'holding zeros' in a number? Why?" Then, I will introduce today's lesson by addressing the fact that we are working on adding numbers with decimals. *2. Modeling* For the first part of the worksheet, the numbers are aligned in the graph paper. Together, we will work through the first couple problems to ensure they know the basics of adding. If need be, I will explain how to carry the tens place onto the next number when adding. However, based off of their pre-assessment it seems as though they are able to do this already. *3. Guided Practice* Jack and Rebecca will then have the chance to continue through the remaining addition problems on their own. They can ask questions or ask each other for help. I will encourage them to ask each other rather than turning to me with their questions. I am hoping that this may help them with their proximity issues of not wanting to work together. *4. Independent Practice* The last part of the worksheet, on the graph paper, will appear blank. However, I will have problems set aside for them to work on. I will read the problems aloud, and the students will have to write them and align them properly. Then, they will have to solve the problems. *5. Closure/Evaluation* The evaluation and assessment of this lesson will be through the online Microsoft forms quiz as addressed in the 'assessment' section.	*Assessment:* Students will be assessed on five multiple choice questions. These five questions ask to identify a number with a given place value notation, specific to decimals, within a large number. The assessment will be given through a Microsoft Forms Quiz. This lesson will be deemed successful if students score 2 of 3 questions correctly. *Student Self-Assessment:* Students will be asked three questions about the lesson. This will also be through Microsoft Forms. 15. How confident are you in today's lesson? 16. Could you teach this lesson to another student? 17. How could I change this lesson to so you can better learn? 18. Bonus Question: If you could turn into any animal for a day, what would you be and why?	- Place Value charts made from Lessons #3 and #4 - Adding Decimals worksheet - Pencil - White board - Dry erase markers - Computer for assessments (can utilize mine) - Notebook paper for note paper for quiz

Accommodations / Modifications: For the independent practice section of the lesson, when writing the addition problems on their own, I can accommodate this by having the problem written on the whiteboard. I won't have the problem aligned in the graph paper, so they will have to transfer the numbers to their own paper, but this will allow them to visually see the problems.

Reflection:

1. WHAT WENT WELL?

Overall, I think the entire lesson went well. We had a break between the last lesson and this one due to some scheduling conflicts, but everything went smoothly again when we worked this past week. I was originally worried that there might be some distance from Rebecca and Jack again, as things had been in the beginning, but they were very excited to begin working with me again. They said that they definitely want to continue working with me and that they wish I could be there every day. Additionally, I found the graph paper to be very beneficial for the students, especially Jack. When he was carrying his ones, he would often grow confused as to which place to carry them to. The graph paper allowed him to visualize the place values and the appropriate place to put them.

2. WHAT YOU WOULD CHANGE AND WHY?

For the future, I would be sure to go through more of the problems with the students, even if they seem to grasp the concept. I could tell that both students could add very well, but Jack often forgot to add the carried one when adding. If I worked through more problems with him, I could have picked up on this more-so beforehand and corrected him sooner.

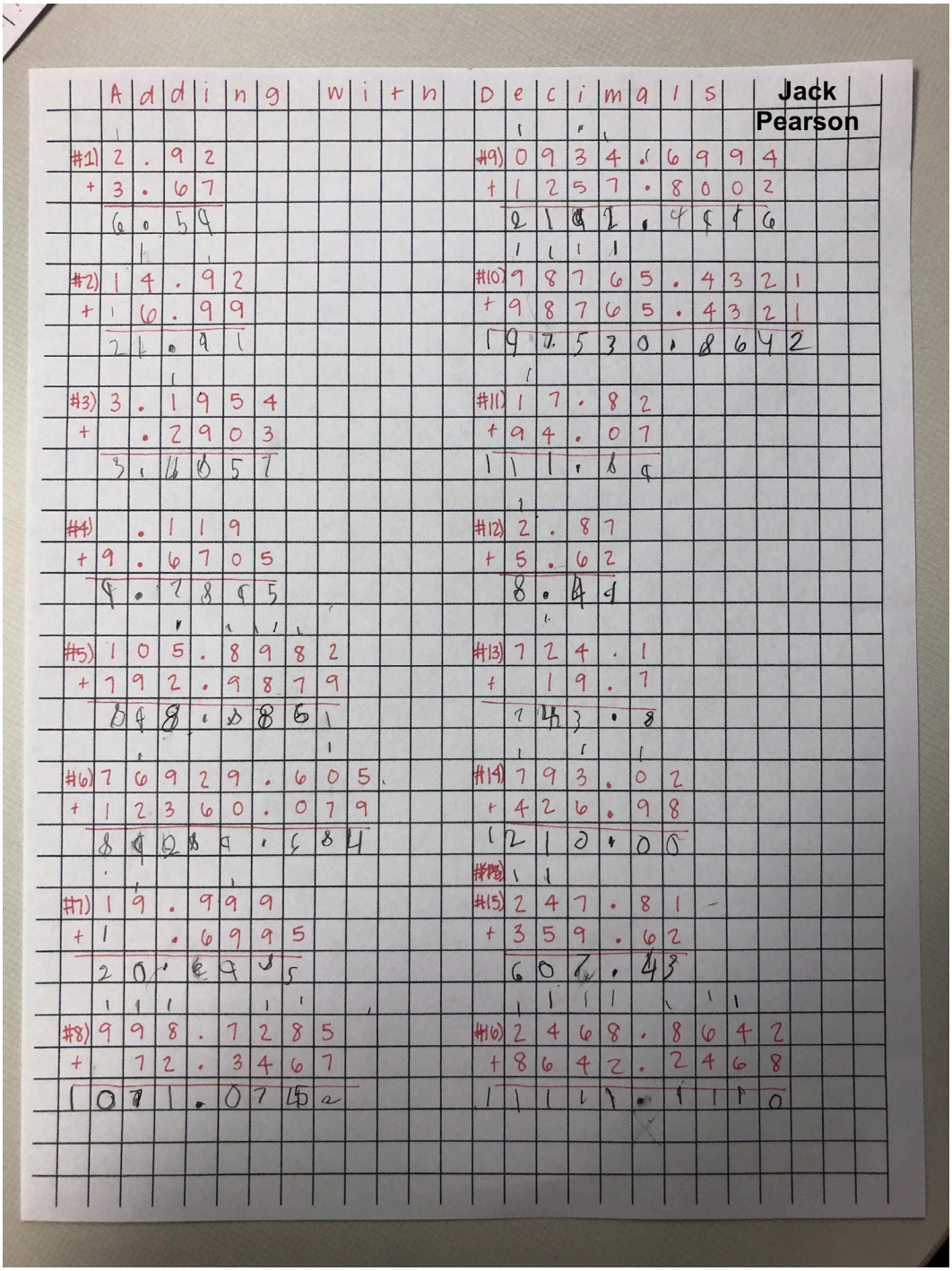
3. USING DATA DESCRIBE PROGESS MADE TOWARD PROJECT/LESSON GOALS AND OBJECTIVES?

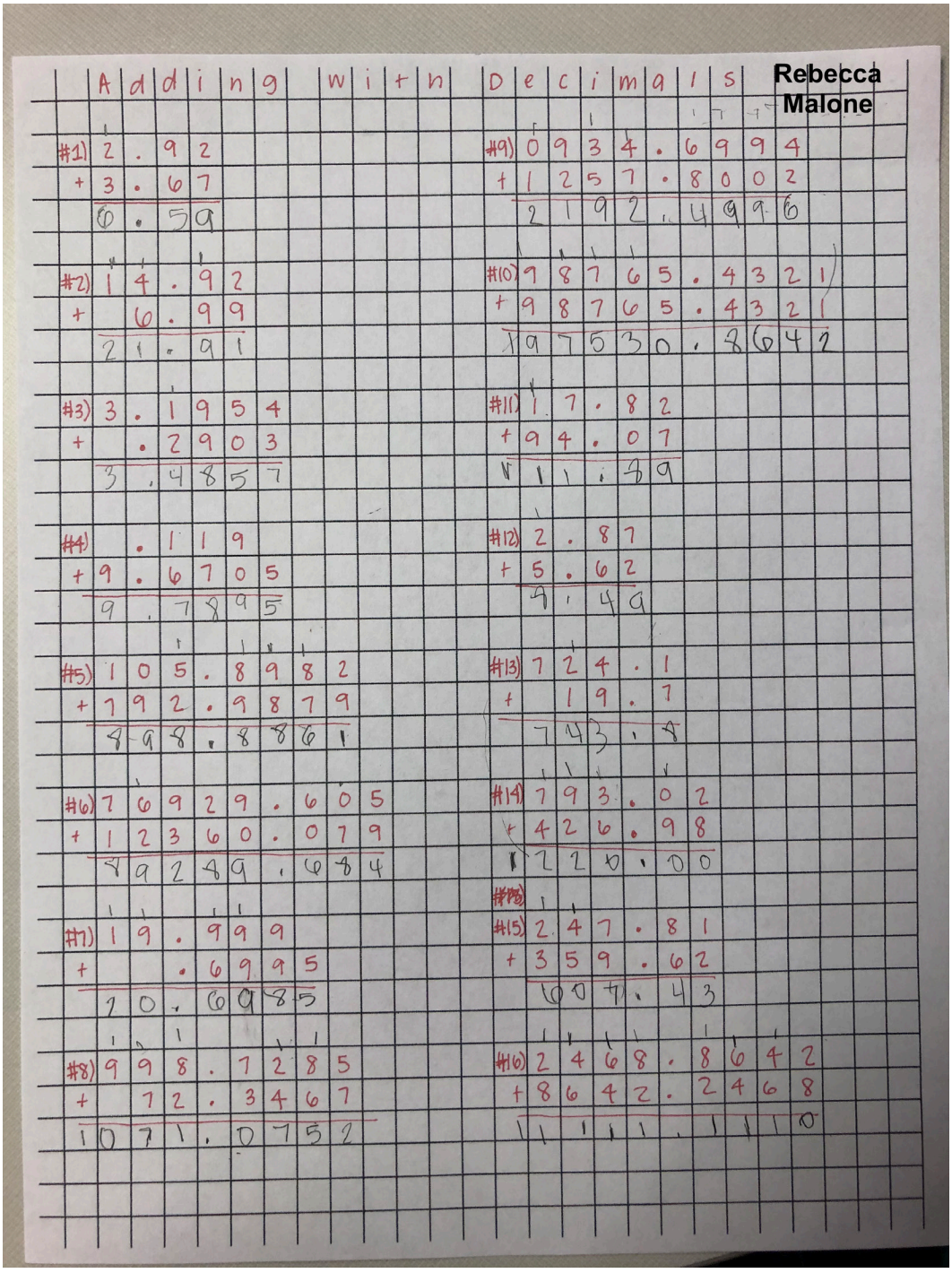
Based on Jack and Rebecca's quiz grades, both students earned a 100% on the quiz. Therefore, we can move into the next lesson as they have mastered how to add with decimals.

4. BASED ON WHAT HAPPENED IN THIS LESSON, WHAT DO YOU PLAN TO TEACH NEXT? BE SURE TO EXPLAIN HOW YOU WILL USE INFORMATION FROM THIS EVALUATION IN FUTURE LESSON PLANNING.

As Rebecca and Jack have mastered how to add with decimals, next week's lesson will encompass how to subtract with decimals. As the graph paper worked very well for aligning the students, I will continue to use the graph paper with subtracting. I do think subtracting will be more difficult for both students, but I will be sure to teach the concept with whole numbers prior and how to borrow and regroup if need-be.

Student Work:




Adding with Decimals
Rebecca Malone
#1) 2.92 + 3.67 = 6.59
#2) 14.92 + 6.99 = 21.91
#3) 3.1954 + .2903 = 3.4857
#4) .119 + 9.6705 = 9.7895
#5) 105.8982 + 792.9879 = 898.8861
#6) 7692 9.605 + 1236 0.079 = 8928 9.684
#7) 19.999 + .6995 = 20.6985
#8) 998.7285 + 72.3467 = 1071.0752
#9) 0934.6994 + 1257.8002 = 2192.4996
#10) 98765.4321 + 98765.4321 = 197530.8642
#11) 17.82 + 94.07 = 111.89
#12) 2.87 + 5.62 = 8.49
#13) 724.1 + 19.7 = 743.8
#14) 793.02 + 426.98 = 1220.00
#15) 247.81 + 359.62 = 607.43
#16) 2468.8642 + 8642.2468 = 11111.1110

Student Quizzes/Assessments:

1. 132.87 + 29.09 =

2 / 2 pts
Auto-graded

- 61.96
- 161.96 ✓
- 160.96
- 64.66

Jack Pearson

Lesson Plan #7- October 23rd, 2019

2. 1287.341 + 304.9001

2 / 2 pts
Auto-graded

- 1592.2411 ✓
- 1600.2411
- 1592.341
- 592.09

3. 304.380 + 4.9045

2 / 2 pts
Auto-graded

- 399.2855
- 3495.904
- 309.2845 ✓
- 3495.045

4. 86223.9045 + 3621.0974

2 / 2 pts
Auto-graded

- 89999.0019
- 89845.0019 ✓
- 89845.19
- 90000.19

5. 45.07 + 54.097

2 / 2 pts
Auto-graded

- 9916.70
- 991.67
- 98.167
- 99.167 ✓

1. 132.87 + 29.09 =

2 / 2 pts
Auto-graded

- 61.96
- ✓ 161.96
- 160.96
- 64.66

Rebecca Malone

Lesson Plan #7- October 23rd, 2019

2. 1287.341 + 304.9001

2 / 2 pts
Auto-graded

- ✓ 1592.2411
- 1600.2411
- 1592.341
- 592.09

3. 304.380 + 4.9045

2 / 2 pts
Auto-graded

- 399.2855
- 3495.904
- ✓ 309.2845
- 3495.045

4. 86223.9045 + 3621.0974

2 / 2 pts
Auto-graded

- 89999.0019
- ✓ 89845.0019
- 89845.19
- 90000.19

5. 45.07 + 54.097

2 / 2 pts
Auto-graded

- 9916.70
- 991.67
- 98.167
- ✓ 99.167

Student Self-Reflections:

1

Jack Pearson

Lesson Plan #7-
October 23rd, 2019

How confident are you in adding numbers with decimals?

★★★★★

2

If another student asked for help in adding numbers with decimals, would you be able to help them?

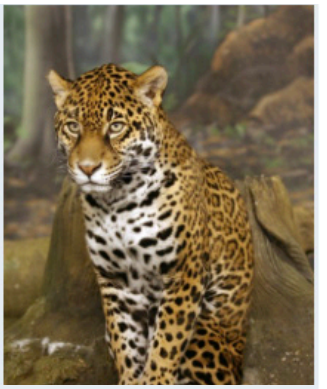
Yes

3

Is there anything I can change for future lessons to help you better learn or understand anything?

No

4



If you could turn into any animal for a day, what would you be and why?

A bird so I could fly

1

Rebecca Malone

Lesson Plan #7-
October 23rd, 2019

How confident are you in adding numbers with decimals?

★★★★★

2

If another student asked for help in adding numbers with decimals, would you be able to help them?

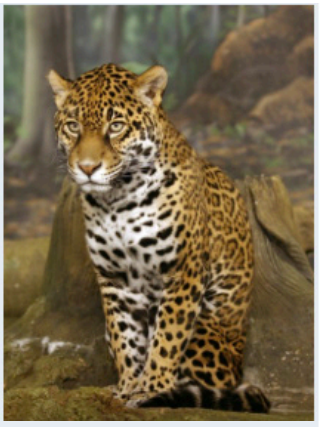
Yes I would because it's like normal adding but just with decimals so it is easy

3

Is there anything I can change for future lessons to help you better learn or understand anything?

No, your good

4



If you could turn into any animal for a day, what would you be and why?

I would be a cat because they can be lazy and sleep all day and that's what I wish I could do

ABC Reflection Template

YOUR NAME: Meghan Taylor

STUDENT NAME: Rebecca Malone & Jack Pearson
Lesson Plan #7- October 14th, 16th, 21st, and 23rd

Please type all responses in the boxes below (they will expand as you type). Once you are finished, save this as a word document and submit through Canvas **within 24 hours of tutoring your student** in the module.

AFFECT *Describe your feelings and emotions during the tutoring sessions. * DO NOT just list events that occurred or say things like "this was great". For example, what was your comfort level like during the sessions? Do you feel you are prepared to manage situations that arise? Can you sense a change in your feelings/emotions as you gain more experience during your service-learning hours? How are your attitudes towards struggling Math/Science students changing? Explain in detail and provide specific examples!*

I designed this lesson for the previous week, but I finally was able to get to it this week (On October 21st, and October 23rd). On the 14th they had a test and on the 16th, they had eighth-grade Pre-ACT testing. I particularly do not like the big gap between lessons and working with the students one-on-one or in our small group, I have to accept the schedule and lack of plans given to me ahead of time. I am learning to be more flexible in my teaching, which is a valuable lesson I need to learn for the future more-so.

However, when I was able to finally teach the lesson, it went very smoothly. Both Rebecca and Jack have adding down pretty well as a general concept. However, they both tend to use their fingers when most of these individual addition problems should be fast facts that are memorized.

For Jack, he often forgot to add the carried number one when adding in the following column. However, once he began to put the one in a box of its own on the graphing paper, he was able to easily add the numbers together without skipping over the carried one.

BEHAVIOR *Write about your own ACTIONS during your tutoring sessions – what kind of things did you DO. How did you ACT in the situations you experienced? How will you act in similar situations to come? How could you apply what you've been learning in class or outside resources to future situations in order to change your actions in a more positive manner? What can you learn from the actions of others, like your peers, the classroom teacher and/or paraprofessionals?*

Behavior is not an issue that I have to address when I am with Jack and Rebecca. However, they do not always want to work with each other. Oftentimes, they choose to work on opposite sides of each other and never collaborate with one another. I try to prompt them to ask each other instead of asking me, but they always rely on me when they have questions. They are starting to become more comfortable with one another, but this is an ongoing process. This is one of the areas of focus that I would like to concentrate on for the next coaching session.

Being able to work with each other will not only solve the math problems that they are currently working on but will be a life lesson for them as they learn to collaborate and work cooperatively with one another.

CONTENT *Include connections to BOTH content you are learning during class sessions AND OTHER RESOURCES, SPECIFICALLY FROM PRIMARY RESEARCH JOURNAL ARTICLES. Demonstrate that you are critically thinking about the content and applying it in your tutoring sessions. If your student is having difficulty, look up what the research suggests and write about what you might try. Give examples. Reference literature, class discussions, and research. Be detailed and thorough – prove you are learning.*

As my inquiry question builds surrounding Jack and Rebecca's confidence, I am wondering as if ELL students, or international student's confidence in their English language skills will overall affect their grades and success. One student, upon observing in their math class, speaks only Spanish. He understands the math when there are no word problems or specific domain-related vocabulary words. But, when there is reading involved, he does not know how to analyze and solve the problems. Simply, he will pick out the numbers from the problems but not know what to do with the numbers.

Upon researching the topic, I have found that students that move to new countries during their academic careers often live with low self-confidence and efficacy in all subjects. Due to the fact that they do not know and understand the English language as well as the other students in their class, they are not able to complete the work in the manner in which they would like. Therefore, their confidence begins to drop and so does their grades. When the students are more confident in their ability of the English language, they are more willing to go the extra step and succeed in their subjects.

Although Jack and Rebecca are not ELL students themselves, they both struggle with the English language in general. However, this can be compared to Jack and Rebecca because like ELLs, they struggle with understanding and reading the language. This happens more-so when they have to read and understand domain-specific vocabulary in classes like math and civics.

Reference:

Telbis, N. M., Helgeson, L., & Kingsbury, C. (2014). International Students' Confidence and Academic Success. *Journal of International Students*, *4*(4), 341-3300.

Name: Meghan Taylor	**Date:** October 28th, 2019 and October 30th, 2019- LESSON PLAN #8
Class Description: 8th Grade Pre-Algebra; General Education Class; My students: Rebecca Malone and Jack Pearson	
Content Area: Pre-Algebra, 8th grade mathematics	
IEP Connection and Relevant Florida Standards (include Access Points if applicable): MAFS.6.NS.2.3- Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	
Brief description of instruction: We will begin the lesson by going over three adding numbers with decimals as a review. Then, we will learn how to subtract numbers with decimals by breaking them up into their appropriate place values to ensure that incorrect numbers are not added together. The first part of the worksheet will have the numbers written for them, aligned correctly. The second half of the worksheet Jack and Rebecca will have to align their own problems to ensure that they understand the importance of lining the problems up correctly.	
Rationale: For adding, we will be using graph paper. Using graph paper ensures students will align the different addition problems up correctly to reduce errors of adding the wrong numbers when they are not in the same place value notation. The graph paper allows the students to visually align the different numbers in their correct place value and notation. Wichita Public Schools. (2014). Multiplication Fact Strategies. In *Cartersville Schools Teaching Strategies*. Retrieved from https://www.cartersvilleschools.org/cms/lib/GA02202677/Centricity/Domain/1637/Multiplication%20Fact%20Strategies.pdf	

Objective(s)	Lesson Sequence	Assessment	Materials Needed
Student will: By the end of the lesson, students will be able to subtract numbers with decimals to the thousandths place.	1. *Introduction/Advance Organizer/ Activating Prior Knowledge* We will begin the lesson by prompting their previous knowledge on what we worked on previously- adding decimals. "Rebecca, what did we work on last time?" "Jack, what type of paper did we work on?" "Rebecca, why did we use that type or paper?" Then, we will work on three problems where we add numbers with decimals in order to prepare them for subtracting numbers with decimals today. *2. Modeling* For the first part of the worksheet, the numbers are aligned in the graph paper. Together, we will work through the first couple problems to ensure they know the basics of subtracting. If need be, I will explain how to regroup and borrow from the other places. *3. Guided Practice* Jack and Rebecca will then have the chance to continue through the remaining subtraction problems on their own. They can ask questions or ask each other for help. I will encourage them to ask each other rather than turning to me with their questions. I am hoping that this may help them with their proximity issues of not wanting to work together. - Have Jack and Rebecca compare answers to 8 questions - Collaborate from problems #5-12 - Jack will compare his answers to hers on the odd problems - Rebecca will compare her answers to his on the even problems *4. Independent Practice* The last part of the worksheet, on the graph paper, will appear blank. However, I will have problems set aside for them to work on. I will read the problems aloud, and the students will have to write them and align them properly. Then, they will have to solve the problems. *5. Closure/Evaluation* The evaluation and assessment of this lesson will be through the online Microsoft forms quiz as addressed in the 'assessment' section.	*Assessment:* Students will be assessed on five multiple choice questions. These five questions ask to identify a number with a given place value notation, specific to decimals, within a large number. The assessment will be given through a Microsoft Forms Quiz. This lesson will be deemed successful if students score 2 of 3 questions correctly. *Student Self-Assessment:* Students will be asked three questions about the lesson. This will also be through Microsoft Forms. 19. How confident are you in today's lesson? 20. Could you teach this lesson to another student? 21. How could I change this lesson to so you can better learn? 22. Bonus Question! It's almost Halloween! What are you doing for Halloween? Are you dressing up? If so, what are you dressing up as?	- Place Value charts made from Lessons #3 and #4 - Subtracting Decimals worksheet - Pencil - White board - Dry erase markers - Computer for assessments (can utilize mine) - Notebook paper for note paper for quiz

Accommodations / Modifications: For the independent practice section of the lesson, when writing the addition problems on their own, I can accommodate this by having the problem written on the whiteboard. I won't have the problem aligned in the graph paper, so they will have to transfer the numbers to their own paper, but this will allow them to visually see the problems.

Reflection:

1. WHAT WENT WELL?

Once again, the graph paper worked very well for lining up the different place values for both Jack and Rebecca. For the second coaching lesson, I chose to work on having the two of them work together to collaborate effectively. This worked more so today when they were required to work together as part of the lesson, rather than just a suggestion.

2. WHAT YOU WOULD CHANGE AND WHY?

In the future, I will have them work together to check their answers and correct each other. It will help them build communication and collaboration skills with each other that will be vital in the future. Additionally, hearing the steps and process from each other may give them a better perspective as to how to complete the problems rather than hearing my one thought process.

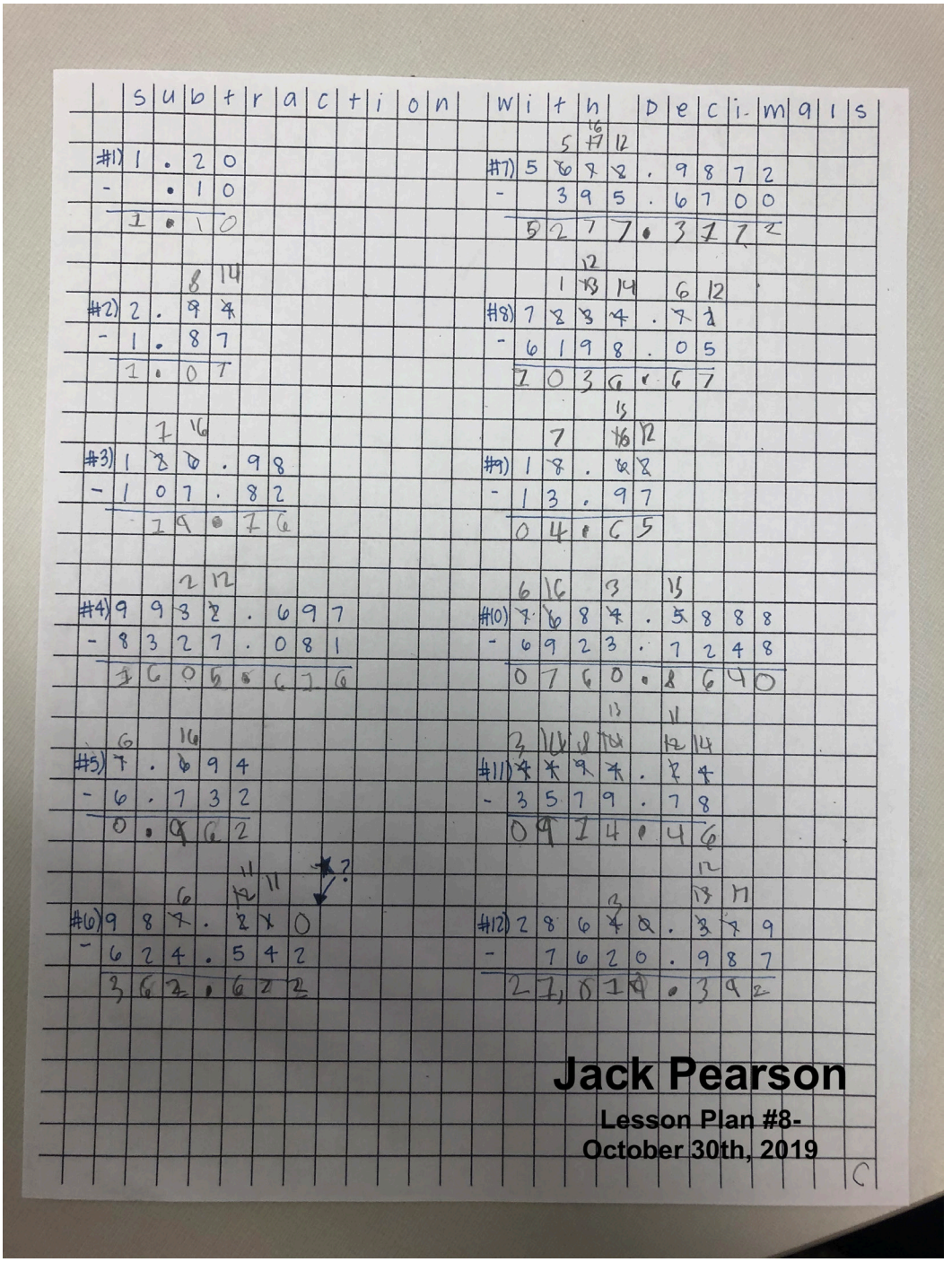
3. USING DATA DESCRIBE PROGESS MADE TOWARD PROJECT/LESSON GOALS AND OBJECTIVES?

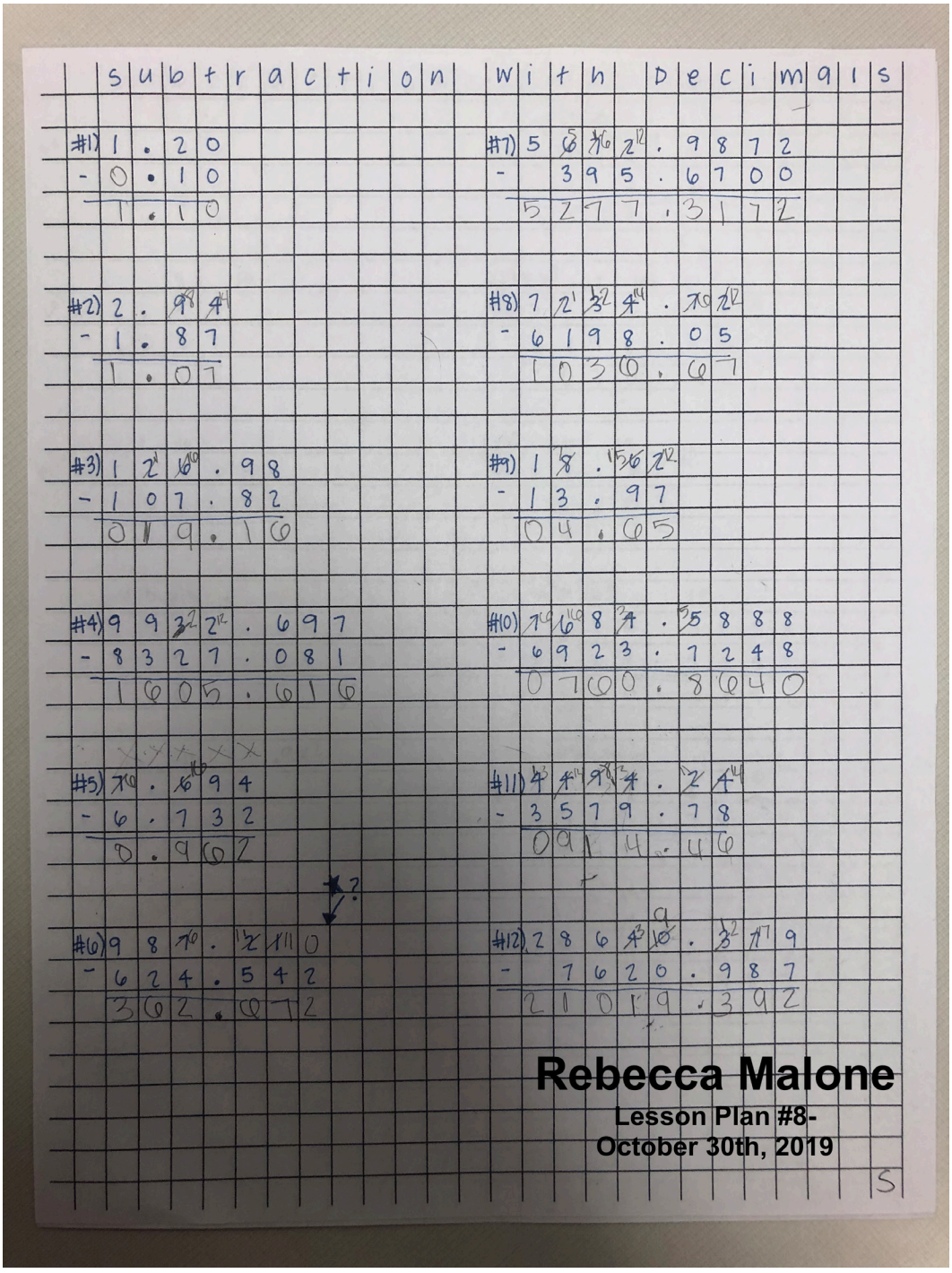
Based off of Jack and Rebecca's quiz data, both students are able to move successfully onto the next lesson. Rebecca scored 5/5 (100%) on her quiz and Jack scored 4/5 (80%) on his quiz. Additionally, they really understood how to do this when we were working on the problems together. It did help pre-facing the lesson with a reminder on the how and why to borrowing and regrouping, but once I explained that, it worked well.

4. BASED ON WHAT HAPPENED IN THIS LESSON, WHAT DO YOU PLAN TO TEACH NEXT? BE SURE TO EXPLAIN HOW YOU WILL USE INFORMATION FROM THIS EVALUATION IN FUTURE LESSON PLANNING.

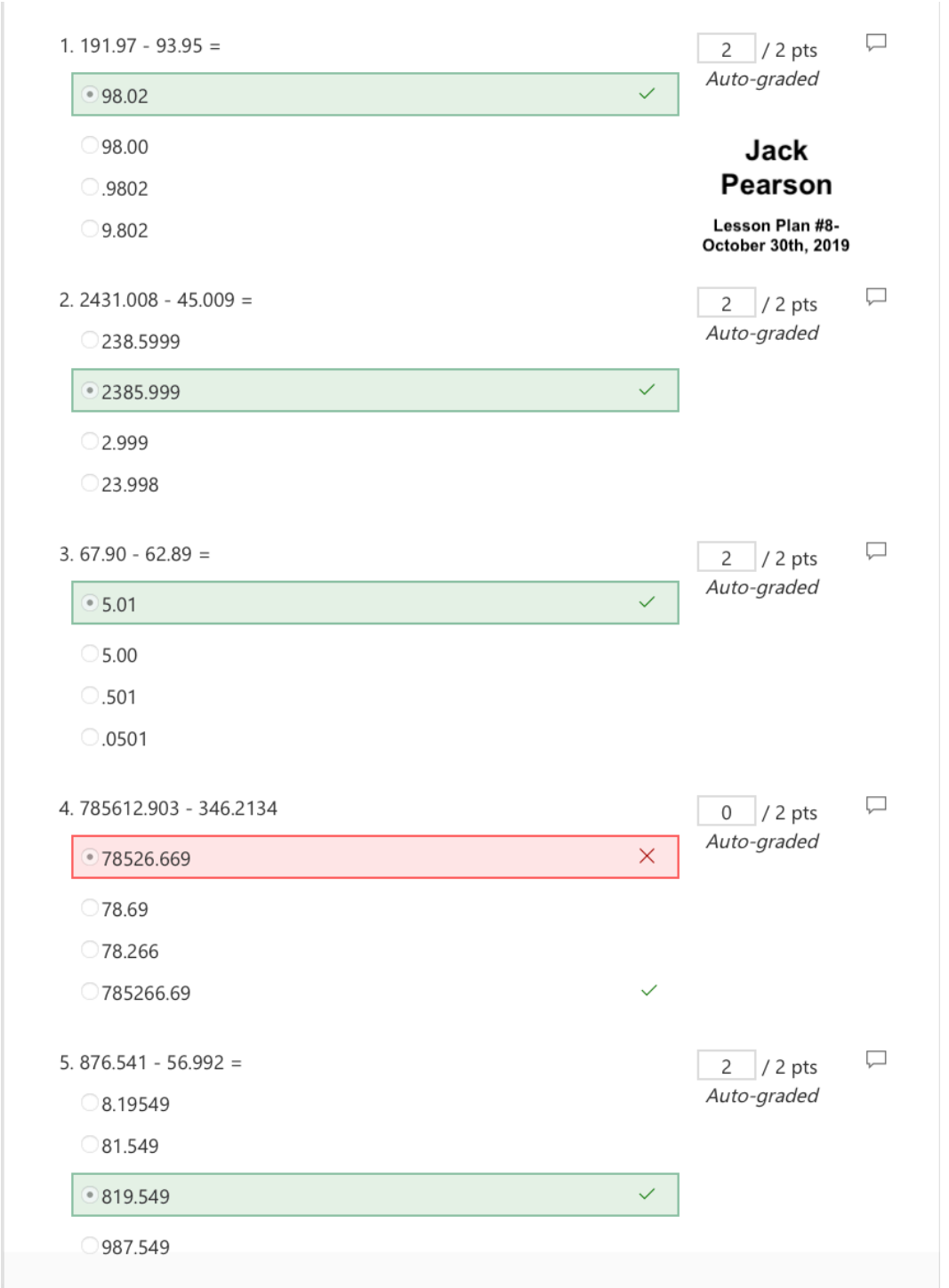
As Jack and Rebecca successfully completed subtracting with decimals, I will move into multiplying with decimals. We are continuing to work with decimals forms of numbers. Multiplication is the next manipulation of math that is sequenced into their lessons based off of their pre-assessment.

Student Work:




subtraction with Decimals
#1) 1.20 - 0.10 = 1.10
#2) 2.84 - 1.87 = 1.07
#3) 12 10.98 - 107.82 = 09.16
#4) 9 9 3 2 12 . 6 9 7 - 8 3 2 7 . 0 8 1 = 1 6 0 5 . 6 1 6
#5) 7 10 . 6 10 9 4 - 6 . 7 3 2 = 0 . 9 6 2
#6) 9 8 7 10 . 2 11 0 - 6 2 4 . 5 4 2 = 3 6 2 . 6 7 2
#7) 5 5 7 6 12 . 9 8 7 2 - 3 9 5 . 6 7 0 0 = 5 2 7 7 . 3 1 7 2
#8) 7 12 3 2 4 14 . 7 9 12 - 6 1 9 8 . 0 5 = 1 0 3 6 0 . 6 7
#9) 1 8 . 15 6 12 - 1 3 . 9 7 = 0 4 . 6 5
#10) 7 16 6 16 8 14 . 5 8 8 8 - 6 9 2 3 . 7 2 4 8 = 0 7 6 0 . 8 6 4 0
#11) 4 3 4 14 9 12 4 . 2 4 14 - 3 5 7 9 . 7 8 = 0 9 1 4 . 4 6
#12) 2 8 6 4 3 a 10 . 3 2 11 9 - 7 6 2 0 . 9 8 7 = 2 1 0 1 9 . 3 9 2
Rebecca Malone
Lesson Plan #8-
October 30th, 2019

Student Quizzes/Assessments:



1. 191.97 - 93.95 =

2 / 2 pts
Auto-graded

- (•) 98.02 ✓
- ( ) 98.00
- ( ) .9802
- ( ) 9.802

Rebecca Malone

Lesson Plan #8-
October 30th, 2019

2. 2431.008 - 45.009 =

2 / 2 pts
Auto-graded

- ( ) 238.5999
- (•) 2385.999 ✓
- ( ) 2.999
- ( ) 23.998

3. 67.90 - 62.89 =

2 / 2 pts
Auto-graded

- (•) 5.01 ✓
- ( ) 5.00
- ( ) .501
- ( ) .0501

4. 785612.903 - 346.2134

2 / 2 pts
Auto-graded

- ( ) 78526.669
- ( ) 78.69
- ( ) 78.266
- (•) 785266.69 ✓

5. 876.541 - 56.992 =

2 / 2 pts
Auto-graded

- ( ) 8.19549
- ( ) 81.549
- (•) 819.549 ✓
- ( ) 987.549

Student Self-Reflections:

1

Jack Pearson

Lesson Plan #8-
October 30th, 2019

How confident are you in being able to subtract numbers with decimals?

★★★★☆

2

If another student asked for help in subtracting numbers with decimals, would you be able to help them solve a problem?

Maybe because subtracting confuses me when there are 0s in the numbers

3

Is there any way I can improve this lesson to make it better for you? If so, how?

No you are great

4

*Bonus Question! It's almost Halloween! What are you doing for Halloween? Are you dressing up? If so, what are you dressing up as?

I am not dressing up but I might see friends

1

Rebecca Malone

Lesson Plan #8-
October 30th, 2019

How confident are you in being able to subtract numbers with decimals?

★★★★★

2

If another student asked for help in subtracting numbers with decimals, would you be able to help them solve a problem?

Yes I would be able to

3

Is there any way I can improve this lesson to make it better for you? If so, how?

No

4

*Bonus Question! It's almost Halloween! What are you doing for Halloween? Are you dressing up? If so, what are you dressing up as?

I don't know if I am dressing up or not but I will be hanging out with friends

ABC Reflection Template

YOUR NAME: Meghan Taylor

STUDENT NAME: Rebecca Malone & Jack Pearson
Lesson Plan #8- October 28th, 2019 & October 30th, 2019

Please type all responses in the boxes below (they will expand as you type). Once you are finished, save this as a word document and submit through Canvas **within 24 hours of tutoring your student** in the module.

AFFECT *Describe your feelings and emotions during the tutoring sessions. * DO NOT just list events that occurred or say things like "this was great". For example, what was your comfort level like during the sessions? Do you feel you are prepared to manage situations that arise? Can you sense a change in your feelings/emotions as you gain more experience during your service-learning hours? How are your attitudes towards struggling Math/Science students changing? Explain in detail and provide specific examples!*

For today's lesson, I was more nervous because it was the second coaching session. I always am more nervous when I know that someone is watching me. I know that I should not be nervous, but it is something that I do not think will stop, even when I will have future observations from principals and administration staff.

However, I was confident in the lesson for today. We worked on subtracting numbers with decimals. On Monday, we went through the steps of how to regroup and borrow in order to make sure that they knew how to do this for when we got to the decimals lesson on Wednesday (the day of the observation). I really believe that spreading the lesson into multiple days really helps Jack and Rebecca, and other students, as well. The first half of the lesson, on Monday's usually works as a pre-face for the main part of the lesson, on Wednesdays. I use Monday's part of the lesson to help build upon the needed skills and foundational expectations of the lesson.

BEHAVIOR *Write about your own ACTIONS during your tutoring sessions – what kind of things did you DO. How did you ACT in the situations you experienced? How will you act in similar situations to come? How could you apply what you've been learning in class or outside resources to future situations in order to change your actions in a more positive manner? What can you learn from the actions of others, like your peers, the classroom teacher and/or paraprofessionals?*

For the second coaching lesson, I chose to work on collaboration between Jack and Rebecca. Oftentimes, they are very hesitant to work with each other, even when I try to suggest working with each other for solving the problems rather than relying on me to help them out every time. Working together will allow Jack and Rebecca to build upon these communication and collaboration skills that will have to use in the future. There will definitely come a time when both Jack and Rebecca will have to work with each other or other peers in a group project, or eventually their jobs. Learning these skills now will help to prepare them for the future.

In today's lesson, I did not make it an option to work with each other. After we went through the initial problems as a group to explain the process, the remaining 8 problems they had to collaborate together. They were allowed to do the problems individually, but then they had to compare answers with each other. If one student did not arrive at the correct answer, the other student would explain the process to them and helped them solve the problem in the correct manner. After they explained their rationale, I chimed in only if there was still apparent confusion in the student.

I believe that this process worked very well for beginning an establishment for collaboration. They were not as hesitant to work with each other today and I believe that they were more motivated to work with each other when they understood that it was something required of them.

CONTENT *Include connections to BOTH content you are learning during class sessions AND OTHER RESOURCES, SPECIFICALLY FROM PRIMARY RESEARCH JOURNAL ARTICLES. Demonstrate that you are critically thinking about the content and applying it in your tutoring sessions. If your student is having difficulty, look up what the research suggests and write about what you might try. Give examples. Reference literature, class discussions, and research. Be detailed and thorough – prove you are learning.*

The use of collaboration in the classroom has an effect on student confidence and their individual achievement. Collaboration, amongst both teachers and staff and students in classrooms has been proven to build student confidence. When students "have higher levels of collaboration [they] also have higher levels of student achievement" (Ronfeldt, 2015, p.476). The use of collaboration within the classroom allows students to work with and alongside each other. They can build upon each other's knowledge of specific subjects and lessons while learning effective social and communicative skills. Although collaboration has been proven to aid in student achievement, no single form or type of collaboration has been proven to be more effective. Simply, collaboration itself can help students build their confidence over time.

Citation:

Ronfeldt, M., Farmer, S., McQueen, K., & Grissom, J. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal, 52(3), 475-514.*

Name: Meghan Taylor	**Date:** November 4th, 2019 & November 6th, 2019- LESSON PLAN #9
Class Description: 8th Grade Pre-Algebra; General Education Class; My students: Rebecca Malone and Jack Pearson	
Content Area: Pre-Algebra, 8th grade mathematics	
IEP Connection and Relevant Florida Standards (include Access Points if applicable): MAFS.6.NS.2.3- Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	
Brief description of instruction: We will begin the lesson by going over three adding numbers with decimals as a review. Then, we will learn how to subtract numbers with decimals by breaking them up into their appropriate place values to ensure that incorrect numbers are not added together. The first part of the worksheet will have the numbers written for them, aligned correctly. The second half of the worksheet Jack and Rebecca will have to align their own problems to ensure that they understand the importance of lining the problems up correctly.	
Rationale: For adding, we will be using graph paper. Using graph paper ensures students will align the different addition problems up correctly to reduce errors of adding the wrong numbers when they are not in the same place value notation. The graph paper allows the students to visually align the different numbers in their correct place value and notation. Wichita Public Schools. (2014). Multiplication Fact Strategies. In *Cartersville Schools Teaching Strategies*. Retrieved from https://www.cartersvilleschools.org/cms/lib/GA02202677/Centricity/Domain/1637/Multiplication%20Fact%20Strategies.pdf	

Objective(s)	Lesson Sequence	Assessment	Materials Needed
Student will: By the end of the lesson, students will be able to multiply numbers with decimals to the thousandths place.	1. *Introduction/Advance Organizer/ Activating Prior Knowledge* We will begin the lesson by prompting their previous knowledge on what we worked on previously- subtracting decimals. "Rebecca, what did we work on last time?" "Jack, why is it important to properly align our numbers to their place value notations when adding or subtracting numbers with or without decimals? Then, we will work on three problems of adding numbers with decimals and then three problems of subtracting numbers with decimals. *2. Modeling* For the first part of the worksheet, the numbers are aligned in the graph paper. Together, we will work through the first couple problems to ensure they know the basics of multiplying. I will have the multiplication table worksheet available to them and show them how to use it if they have never used one prior to today's lesson. *3. Guided Practice* Jack and Rebecca will then have the chance to continue through the remaining multiplication problems on their own. They can ask questions or ask each other for help. I will encourage them to ask each other rather than turning to me with their questions. I am hoping that this may help them with their proximity issues of not wanting to work together. *4. Independent Practice* The last part of the worksheet, on the graph paper, will appear blank. However, I will have problems set aside for them to work on. I will read the problems aloud, and the students will have to write them and align them properly. Then, they will have to solve the problems. *5. Closure/Evaluation* The evaluation and assessment of this lesson will be through the online Microsoft forms quiz as addressed in the 'assessment' section.	*Assessment:* Students will be assessed on five multiple choice questions. These five questions ask to identify a number with a given place value notation, specific to decimals, within a large number. The assessment will be given through a Microsoft Forms Quiz. This lesson will be deemed successful if students score 2 of 3 questions correctly. *Student Self-Assessment:* Students will be asked three questions about the lesson. This will also be through Microsoft Forms. 23. How confident are you in today's lesson? 24. Could you teach this lesson to another student? 25. How could I change this lesson to so you can better learn? 26. Bonus Question! After graduation, do you plan on attending college? If so, what would you like to go to college for?	- Place Value charts made from Lessons #3 and #4 - Multiplying Decimals worksheet - Pencil - White board - Dry erase markers - Computer for assessments (can utilize mine) - Notebook paper for note paper for quiz

Accommodations / Modifications: For the independent practice section of the lesson, when writing the addition problems on their own, I can accommodate this by having the problem written on the whiteboard. I won't have the problem aligned in the graph paper, so they will have to transfer the numbers to their own paper, but this will allow them to visually see the problems. Additionally, I will provide a multiplication table for both Jack and Rebecca. This will help them solve the problems and spend less time solving the smaller parts of the multiplication problems and more time solving the bigger part of the equation.

Reflection:

1. WHAT WENT WELL?

Today's lesson was definitely harder than the others, as there was a more complex sequence of steps to follow in order to successfully solve the multiplication problem. When the problems were more than 2 digits by 2 digits, there was much more difficulty for both Jack and Rebecca. There seemed to be too many numbers for them, and they kept growing confused about which numbers to multiply together. But they did get much better towards the end when they remembered to put in all of the 0s for the holding place values. However, I do believe the graph paper once again made Jack and Rebecca understand the order and placements of the numbers they were multiplying through.

2. WHAT YOU WOULD CHANGE AND WHY?

For the future, I would definitely increase the amount of problems that we work on through the worksheet. I would definitely work them up with simpler problems of more 2x2 digits problems to build their confidence with those before moving onto 3x2s or 3x3s. I did not realize that this might become more of an issue when initially writing out the worksheet, but I will know for next time.

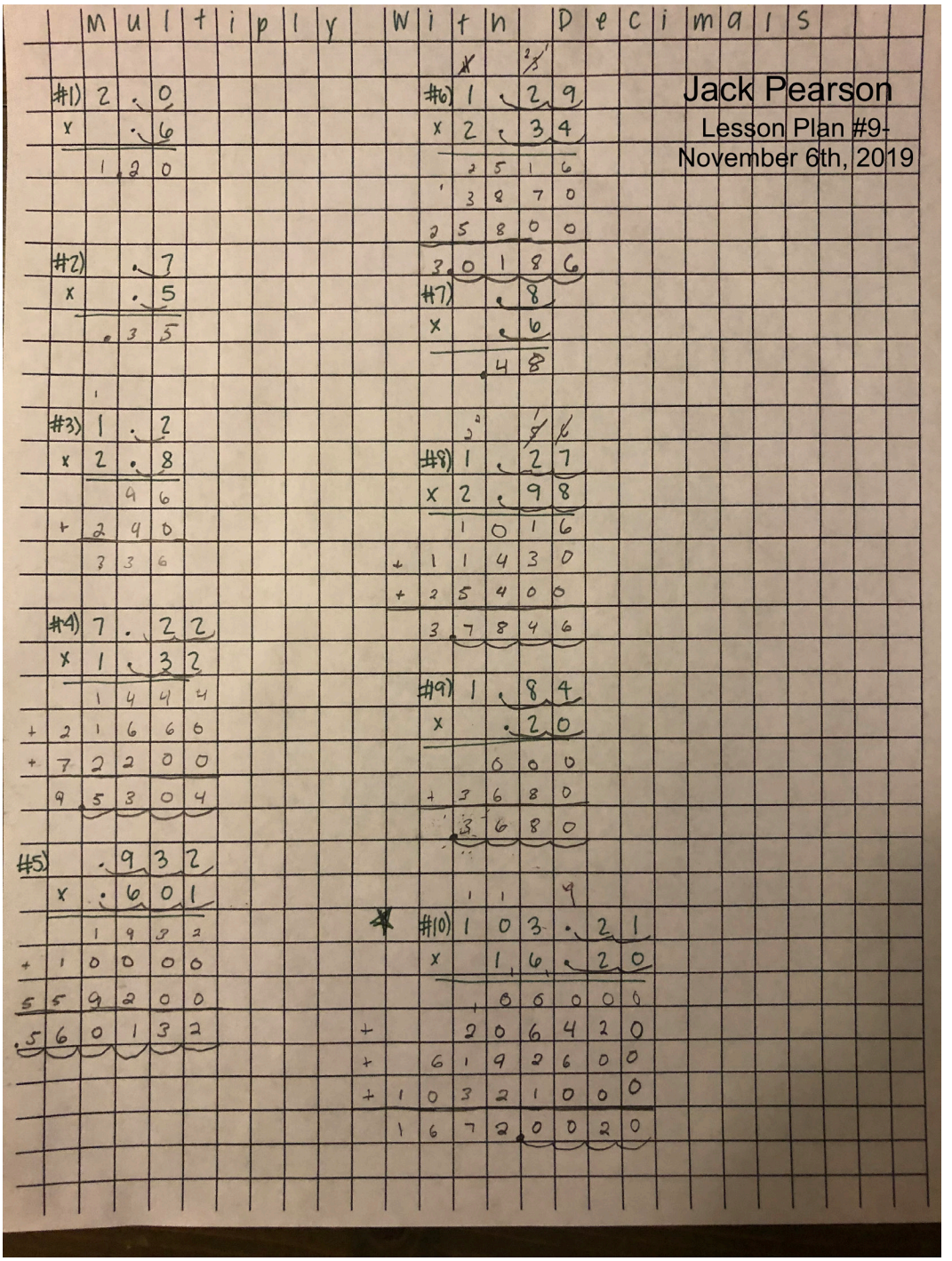
3. USING DATA DESCRIBE PROGESS MADE TOWARD PROJECT/LESSON GOALS AND OBJECTIVES?

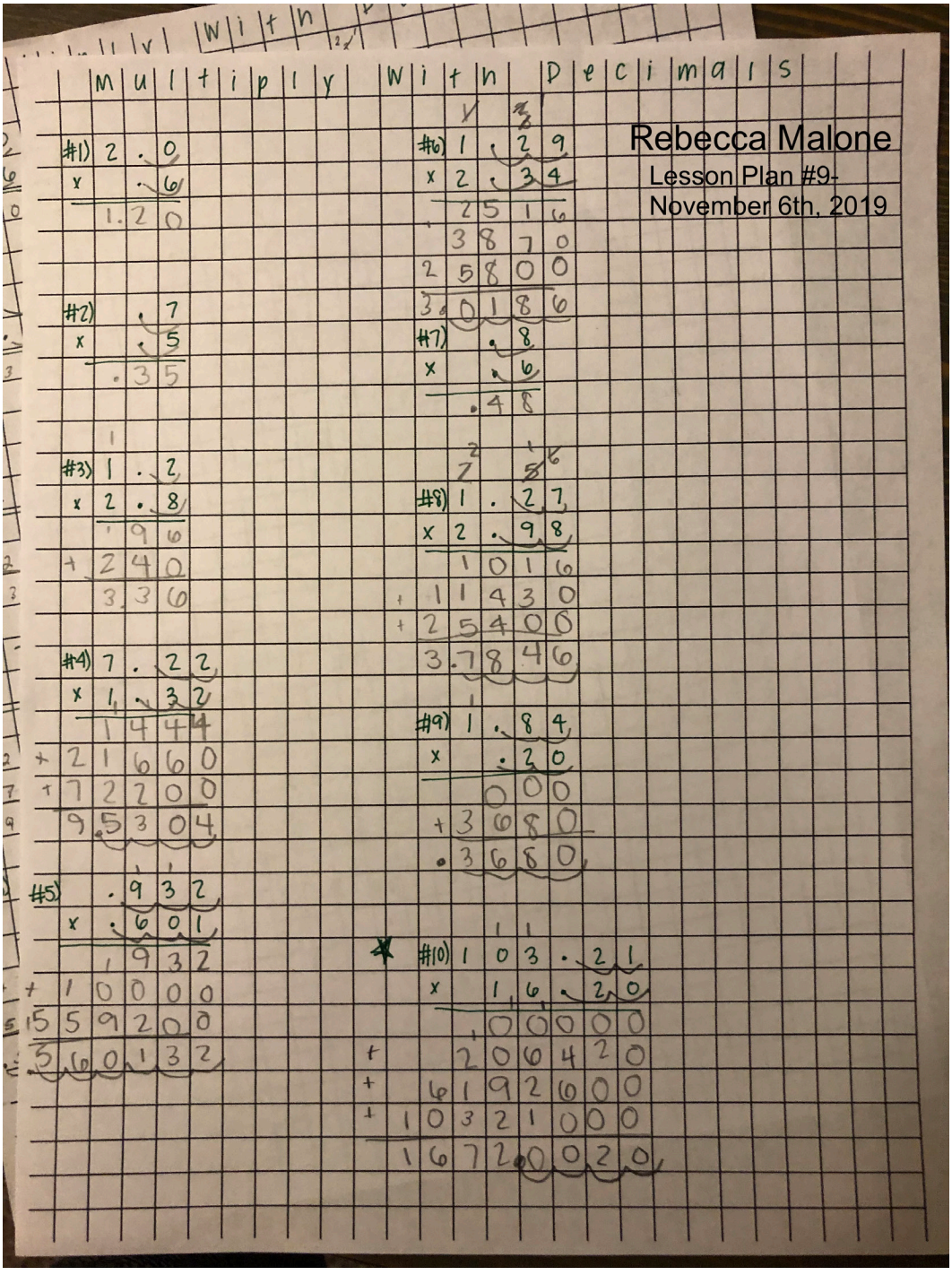
At the end of the lesson, both Jack and Rebecca earned a 100% on their quizzes. Their grades show that they have successfully learned the material in the lesson and are prepared for the next lesson. I was worried that the quiz may be too difficult for them, but they were able to write out the problems on the backside of their worksheet (on more graph paper) to correctly line up their numbers.

4. BASED ON WHAT HAPPENED IN THIS LESSON, WHAT DO YOU PLAN TO TEACH NEXT? BE SURE TO EXPLAIN HOW YOU WILL USE INFORMATION FROM THIS EVALUATION IN FUTURE LESSON PLANNING.

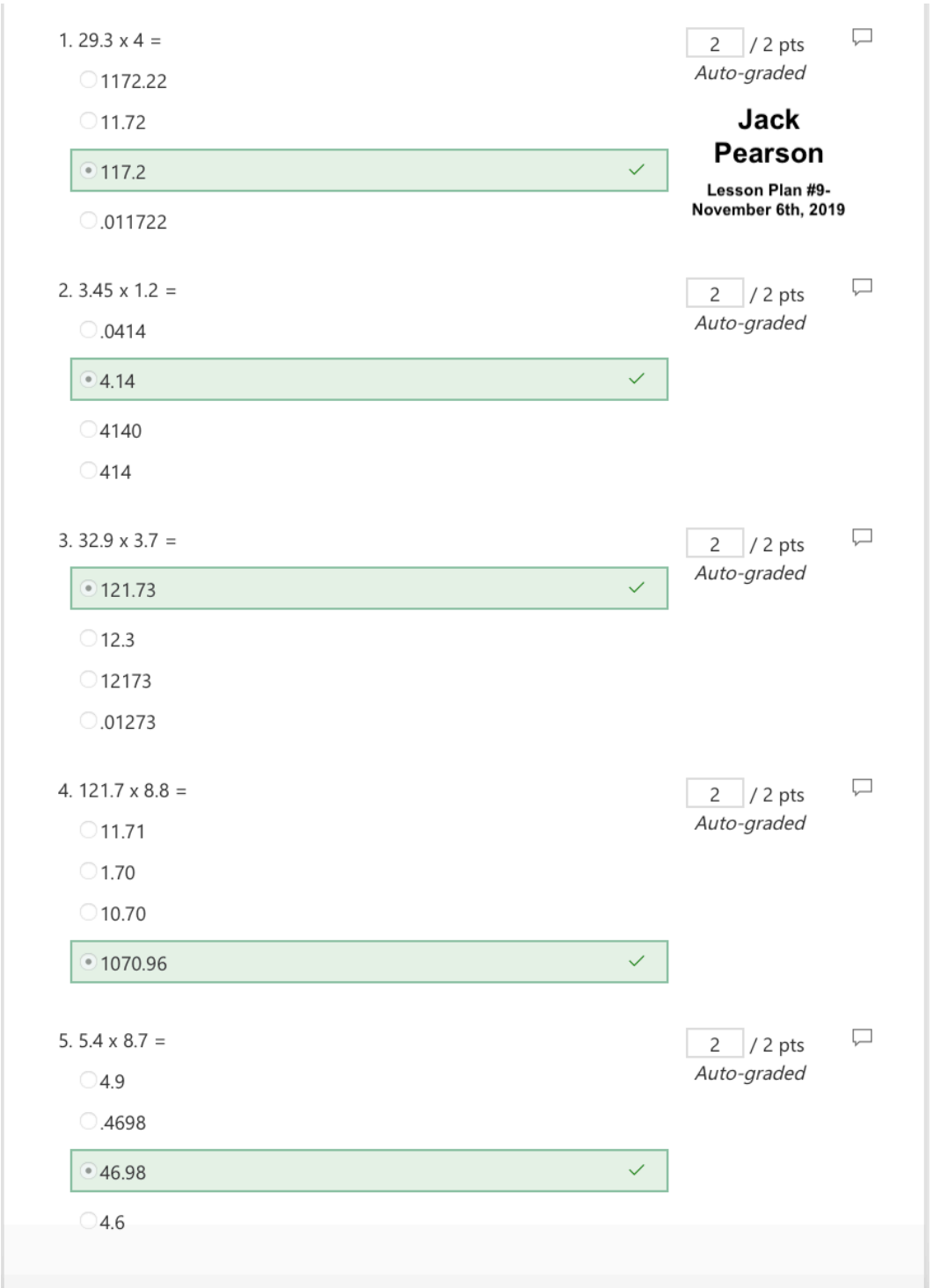
The next official lesson plan will involve the post-test for the students, but I am changing the formatting and the structure of the test. The pre-test was very confusing and thrown together last minute for all students in the class. For the post-assessment, I will simply make a Microsoft forms assessment to incorporate technology and give them the appropriate materials to complete the assessment (graph paper, scrap paper, and pencils). Before the post-assessment, we will review for about a week on the material to ensure that they have not forgotten the lessons at the beginning of the semester. I am hoping that they show progress and that my lessons have helped them.

Student Work:




Multiply With Decimals
Rebecca Malone
Lesson Plan #9-
November 6th, 2019

Student Quizzes/Assessments:



1. 29.3 x 4 =

- 1172.22
- 11.72
- 117.2 ✓
- .011722

2 / 2 pts
Auto-graded

Rebecca Malone

Lesson Plan #9- November 6th, 2019

2. 3.45 x 1.2 =

- .0414
- 4.14 ✓
- 4140
- 414

2 / 2 pts
Auto-graded

3. 32.9 x 3.7 =

- 121.73 ✓
- 12.3
- 12173
- .01273

2 / 2 pts
Auto-graded

4. 121.7 x 8.8 =

- 11.71
- 1.70
- 10.70
- 1070.96 ✓

2 / 2 pts
Auto-graded

5. 5.4 x 8.7 =

- 4.9
- .4698
- 46.98 ✓
- 4.6

2 / 2 pts
Auto-graded

Student Self-Reflections:

1

Jack Pearson

Lesson Plan #9-
November 6th, 2019

How confident are you in multiplying numbers with decimals?

★★★★☆

2

If one of your friends asked you for help with learning how to multiply numbers with decimals, would you be able to help your friend?

Yes

3

How can I improve my lesson to make learning how to multiple numbers with decimals better for you?

Let me keep the multiplication chart

4

*Bonus Question! After you graduate, do you plan on attending college? If so, what would you like to go to college for?

Yes but I don't know what I want to do but I like to play video games

1

Rebecca Malone

Lesson Plan #9-
November 6th, 2019

How confident are you in multiplying numbers with decimals?

★ ★ ★ ★ ★

2

If one of your friends asked you for help with learning how to multiply numbers with decimals, would you be able to help your friend?

Yes

3

How can I improve my lesson to make learning how to multiple numbers with decimals better for you?

Nothing

4

*Bonus Question! After you graduate, do you plan on attending college? If so, what would you like to go to college for?

Yes I would like to go for acting or dancing

ABC Reflection Template

YOUR NAME: Meghan Taylor

STUDENT NAME: Rebecca Malone & Jack Pearson
Lesson Plan #9- November 4th, 2019 & November 6th, 2019

Please type all responses in the boxes below (they will expand as you type). Once you are finished, save this as a word document and submit through Canvas **within 24 hours of tutoring your student** in the module.

AFFECT *Describe your feelings and emotions during the tutoring sessions. * DO NOT just list events that occurred or say things like "this was great". For example, what was your comfort level like during the sessions? Do you feel you are prepared to manage situations that arise? Can you sense a change in your feelings/emotions as you gain more experience during your service-learning hours? How are your attitudes towards struggling Math/Science students changing? Explain in detail and provide specific examples!*

For today's lesson, we worked on multiplying numbers with decimals. On Monday, we did a refresher on the basics of multiplying single-digit numbers, and then double-digit numbers. Both Jack and Rebecca remembered how to multiply with single-digit numbers but needed a reminder on how to use the place value '0' when multiplying numbers that are greater than double-digit numbers.

For the refreshing lesson on Monday, we did not utilize the multiplication charts that I printed out for them. I wanted them to get back in the method of learning how to use the place value 0 and the sequence. On Wednesday, we moved into multiplying numbers that have decimals in them. For this, I then allowed them to use the multiplication tables that I printed out for them. They were very grateful for these and it allowed them to really focus on the presentation of the sequence, rather than having to remember multiplication facts. They both commented how they wished that they could use these tables all the time.

I understand that some of the accommodations that I provide for Jack and Rebecca they will not continue to receive in their class or on their FSA testing. However, I believe that these charts thoroughly helped them understand the steps and rationale for multiplying numbers with decimals. When the time comes to their testing, they are able to multiply without the chart.

BEHAVIOR *Write about your own ACTIONS during your tutoring sessions – what kind of things did you DO. How did you ACT in the situations you experienced? How will you act in similar situations to come? How could you apply what you've been learning in class or outside resources to future situations in order to change your actions in a more positive manner? What can you learn from the actions of others, like your peers, the classroom teacher and/or paraprofessionals?*

After last week's coaching session on working on proximity and collaboration with Jack and Rebecca, I continued the use of collaboration in this lesson. Jack actually asked if he was able to compare his answers with Rebecca once they began to work without direct guidance from me. Personally, this question made me really happy as I could tell that they did seem to enjoy working with each other. I think that they are beginning to understand the importance of peer collaboration and how much it can benefit each other.

Additionally, I believe that Jack and Rebecca are learning more-so from each other when they are given the chance to collaborate. It is important to hear the sequence and corrections from other people, rather than one singular person. I may not always explain something in the way that one student needs to fully understand the concept. However, they may hear or see the what they need from a peer in order to fully understand the concept.

CONTENT *Include connections to BOTH content you are learning during class sessions AND OTHER RESOURCES, SPECIFICALLY FROM PRIMARY RESEARCH JOURNAL ARTICLES. Demonstrate that you are critically thinking about the content and applying it in your tutoring sessions. If your student is having difficulty, look up what the research suggests and write about what you might try. Give examples. Reference literature, class discussions, and research. Be detailed and thorough – prove you are learning.*

When students work with each other to build upon their own knowledge and their peer's knowledge, student's confidence of that specific topic begins to increase over time. Students begin to understand the difficulties their peers face are often similar to their own, and that by working together, they are able to work through these difficulties with the help of both of their knowledges in order to solve the problems or lessons correctly. Through increased times of collaboration and peer interaction, "student's self-efficacy beliefs and persistence rates [have been] evaluated positively" (Poellhuber, B., Chomienne, M., & Karsenti, T., 2008, p. 42). Often times, many teachers tend to stray away from group work or collaborative work in classrooms in fear of students copying from each other, but they forget that they can also learn from each other and help each other positively.

Reference:

Poellhuber, B., Chomienne, M., & Karsenti, T. (2008). The Effect of Peer Collaboration and Collaborative Learning on Self-Efficacy and Persistence in a Learner-Paced Continuous Intake Model. *The Effect of Peer Collaboration and Collaborative Learning on Self-Efficacy and Persistence in a Learner-Paced Continuous Intake Model*, *22*(3), 41-62.

Name: Meghan Taylor	**Date:** November 20th, 2019 – LESSON PLAN #10
Class Description: 8th Grade Pre-Algebra; General Education Class; Small group instruction; My students: Rebecca Malone and Jack Pearson	
Content Area: Pre-Algebra; 8th grade mathematics	
IEP Connection and Relevant Florida Standards (include Access Points if applicable): No IEPs; *Standards:* 6. *MAFS.8.NS.1.1- Know that numbers that are not rational are called irrational; Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually and convert a decimal expansion which repeats into a rational number.* 7. *MAFS.5.2.7- Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.* 8. *MAFS.5.NBT.2.7- Add, subtract, multiply, and divide decimals to the hundredths.* 9. *MAFS.5.NBT.1.3- Read, write, and compare decimals to the thousandths.*	
Brief description of instruction: During a small group setting, the students will have one hour to complete the post-test individually. As this is a formal post-test, no discussion or questions will be answered.	
Rationale: As this is the last week before Thanksgiving, I chose to do the post-test before there was a week-long break. The post-test is following a review of the different lessons taught throughout the course of the semester. I chose the questions based off the different lessons we worked through throughout the semester, and did not use the same pre-test as there was too much confusion and difficulty working with the test. I also have decided to give the test via Microsoft Forms as both students expressed their liking for the program. They will be provided with scrap paper (both plain and graph paper) to work on. This post-test is designed to show any progress between the lessons throughout the semester.	

Objective(s)	Lesson Sequence	Assessment	Materials Needed
Student will: By the end of the pre-test, students will be able to complete the post-test assessment within a one-hour window of time.	1. *Introduction* "Welcome Jack and Rebecca. As we discussed last week, I am asking you guys to take an informal test for me on the different lessons we worked on the past couple of months. Mr. Wilson will not see this test, and the results are only for me. This "test" will not affect your grade, but I still want you guys to try the best that I know you can." *2. Modeling* N/A- Test *3. Guided Practice* N/A- Test *4. Independent Practice* This is not practice, but the students will be working on their assessments individually and at Voice Level 0. They will work on the test for up till an hour. If they complete the test early, I will advise them to go over the test and check answers or any that they may have missed. If they complete the post-test before the hour is up, then they may return to their seats and follow Mr. Wilson's whole group instruction. *5. Closure/Evaluation* Once students have completed the pre-test, students will complete the self-assessment. Then they may return to their seats and follow Mr. Wilson's whole group instruction. Evaluation of the test will be based on the number of questions they got right / total number of questions.	*Assessment:* As this is a post-test, the assessment process is formal. The entirety of this lesson is an assessment to gauge the student's progress of the math skills and lessons taught throughout the semester. The lesson itself is successful if the students complete the post-test within the given one-hour time limit. However, each student's success on the assessment will differ and I am aiming for an 75% or higher on the exam. *Self-Assessment for Students:* Students will fill out the Microsoft Form with questions asking, 4. "How confident are you that you did well on this post-test?" 5. "Do you wish we spent any additional time on any of the topics in this post-assessment?" 6. "Are you guys excited for Thanksgiving? Do you have any plans? If so, what are they?"	- Laptop (provided by Mr. Wilson, 1/student) - Pencil (1/student) - Scratch Paper, plain paper and graph paper - NO CALCULATOR PERMITTED

Accommodations / Modifications:
My students, Jack and Rebecca, do not have an IEP, therefore, there are no accommodations that will be used for this post-assessment. There were no official accommodations for the pre-assessment, and this should remain constant to help reduce the amount of bias and outside errors. However, if the students need help reading the question for any reason, I will read the question aloud for them.

Reflection: *REFLECT ON THE LESSON AND DISCUSS THE FOLLOWING QUESTIONS*

13. *WHAT WENT WELL?*
    As this was the post-assessment for the semester's work, I believe that both Jack and Rebecca learned immensely in the topics that we were able to work through. Both students ended up with a post-assessment score of an 80%. They both missed different questions, but I am confident they know the material much better than they did at the beginning of the semester.

14. *WHAT YOU WOULD CHANGE AND WHY?*
    According to the questions that Jack and Rebecca missed on their post-assessment, the most frequently missed topics included the writing of the numerical form when giving the English notation. This was definitely the hardest lesson to both learn and to teach. In the future, I would dedicate more to this lesson and the naming of the place value notations to ensure that both students are positive that they understand this. I would also like to have more time to review in the future as Rebecca mentioned this in her self-reflection analysis piece (posted below).

15. *USING DATA DESCRIBE PROGESS MADE TOWARD PROJECT/LESSON GOALS AND OBJECTIVES?*
    For the pre-assessment, Jack initially scored a 20%. His score on the post-assessment is now at an 80%. There is definite improvement in his math skills for the following topics. For the pre-assessment, Rebecca initially scored a 0%. Her score on the post-assessment is now also at an 80%. Rebecca also improved immensely on these math topics and skills. I am very proud of both of them!

16. *BASED ON WHAT HAPPENED IN THIS LESSON, WHAT DO YOU PLAN TO TEACH NEXT? BE SURE TO EXPLAIN HOW YOU WILL USE INFORMATION FROM THIS EVALUATION IN FUTURE LESSON PLANNING.*
    As the semester has come to a close, with the addition of the week after Thanksgiving, there are no additional topics that we are able to work on. However, I will be passing this information onto their math teacher and sharing where they should receive extra tutoring next: working to divide numbers with decimals. The last week of field for my tutoring will simply be fun little activities that we can do with each other. I will probably base them around the holidays and get them excited for them!

Student Post-Assessment Results:

Rebecca Malone: 80% Results

1. In the number 376,589 what number is in the hundreds place? 5 / 5 pts *Auto-graded*
   - 9
   - 8
   - 5 ✓
   - 6

2. Add the following equation: 132.87 + 29.09 = 5 / 5 pts *Auto-graded*
   - 61.96
   - 161.96 ✓
   - 160.96
   - 64.66

3. In the number 896.340 what number is in the tenths place? 5 / 5 pts *Auto-graded*
   - 3 ✓
   - 4
   - 6
   - 9

4. Subtract the following equation: 2431.008 - 45.009 = 5 / 5 pts *Auto-graded*
   - 238.5999
   - 2385.999 ✓
   - 2.999
   - 23.998

5. Write the following: "Sixty-seven and nine-hundredths" in numerical form. 0 / 5 pts *Auto-graded*
   - 76.009
   - 67.90 ✗
   - 67.0009
   - 67.09 ✓

6. Multiply the following equation: 29.3 x 4 = 5 / 5 pts *Auto-graded*

- 1172.22
- 11.72
- 117.2 ✓
- .011722

7. In the number 3,245,901 what number is in the millions place? 5 / 5 pts *Auto-graded*

- 2
- 5
- 3 ✓
- 4

8. Round the number 3.4851 to the hundredths place. 5 / 5 pts *Auto-graded*

- 3.00
- 3.49 ✓
- 3.48
- 3.45

9. Add the following equation: 304.380 + 4.9045 = 5 / 5 pts *Auto-graded*

- 399.2855
- 3495.904
- 309.2845 ✓
- 3495.045

10. Multiply the following equation: 5.4 x 8.7 = 5 / 5 pts *Auto-graded*

- 4.9
- .4698
- 46.98 ✓
- 4.60

11. Subtract the following equation: 191.97 - 93.95 =

5 / 5 pts
Auto-graded

- (•) 98.02 ✓
- ( ) 98.00
- ( ) .9802
- ( ) 9,802

12. Write the following: "Thirty-one and forty-five hundredths" in numerical form.

0 / 5 pts
Auto-graded

- (•) 31.045 ✗
- ( ) 31.45 ✓
- ( ) 30.45
- ( ) 30.00045

13. In the number 567.901 what number is in the thousandths plcace?

5 / 5 pts
Auto-graded

- ( ) 9
- ( ) 0
- (•) 1 ✓
- ( ) 5

14. In the number 6,901.5832 what number is in the ten-thousandths place?

5 / 5 pts
Auto-graded

- (•) 2 ✓
- ( ) 6
- ( ) 3
- ( ) 8

15. Multiply the following equation: 32.9 x 3.7 =

5 / 5 pts
Auto-graded

- (•) 121.73 ✓
- ( ) 12.3
- ( ) 12173
- ( ) .01273

16. Round the number 2.9034 to the tenths place. 0 / 5 pts *Auto-graded*

- 3.00
- 2.9 ✓
- 2.91
- 2.904 ✗

17. Round the number .98721 to the ten-thousandths place. 0 / 5 pts *Auto-graded*

- .9872 ✓
- 1.00000
- .9870 ✗
- .9877

18. Subtract the following equation: 67.90 - 62.89 = 5 / 5 pts *Auto-graded*

- 5.01 ✓
- 5.00
- .501
- .0501

19. In the number 7,652,109 what number is in the hundred-thousands place? 5 / 5 pts *Auto-graded*

- 1
- 5
- 6 ✓
- 2

20. Add the following equation: 45.07 + 54.097 = 5 / 5 pts *Auto-graded*

- 9916.70
- 991.67
- 98.167
- 99.167 ✓

Jack Pearson: 80% Results

1. In the number 376,589 what number is in the hundreds place? 5 / 5 pts *Auto-graded*

- 9
- 8
- 5 ✓
- 6

2. Add the following equation: 132.87 + 29.09 = 5 / 5 pts *Auto-graded*

- 61.96
- 161.96 ✓
- 160.96
- 64.66

3. In the number 896.340 what number is in the tenths place? 5 / 5 pts *Auto-graded*

- 3 ✓
- 4
- 6
- 9

4. Subtract the following equation: 2431.008 - 45.009 = 5 / 5 pts *Auto-graded*

- 238.5999
- 2385.999 ✓
- 2.999
- 23.998

5. Write the following: "Sixty-seven and nine-hundredths" in numerical form. 0 / 5 pts *Auto-graded*

- 76.009
- 67.90 ✗
- 67.0009
- 67.09 ✓

6. Multiply the following equation: 29.3 x 4 =

5 / 5 pts
Auto-graded

- 1172.22
- 11.72
- 117.2 ✓
- .011722

7. In the number 3,245,901 what number is in the millions place?

5 / 5 pts
Auto-graded

- 2
- 5
- 3 ✓
- 4

8. Round the number 3.4851 to the hundredths place.

5 / 5 pts
Auto-graded

- 3.00
- 3.49 ✓
- 3.48
- 3.45

9. Add the following equation: 304.380 + 4.9045 =

5 / 5 pts
Auto-graded

- 399.2855
- 3495.904
- 309.2845 ✓
- 3495.045

10. Multiply the following equation: 5.4 x 8.7 =

5 / 5 pts
Auto-graded

- 4.9
- .4698
- 46.98 ✓
- 4.60

11. Subtract the following equation: 191.97 - 93.95 =

5 / 5 pts
Auto-graded

- (•) 98.02 ✓
- ( ) 98.00
- ( ) .9802
- ( ) 9,802

12. Write the following: "Thirty-one and forty-five hundredths" in numerical form.

0 / 5 pts
Auto-graded

- (•) 31.045 ✗
- ( ) 31.45 ✓
- ( ) 30.45
- ( ) 30.00045

13. In the number 567.901 what number is in the thousandths plcace?

5 / 5 pts
Auto-graded

- ( ) 9
- ( ) 0
- (•) 1 ✓
- ( ) 5

14. In the number 6,901.5832 what number is in the ten-thousandths place?

5 / 5 pts
Auto-graded

- (•) 2 ✓
- ( ) 6
- ( ) 3
- ( ) 8

15. Multiply the following equation: 32.9 x 3.7 =

5 / 5 pts
Auto-graded

- (•) 121.73 ✓
- ( ) 12.3
- ( ) 12173
- ( ) .01273

16. Round the number 2.9034 to the tenths place. 0 / 5 pts *Auto-graded*

- 3.00
- 2.9 ✓
- 2.91 ✗
- 2.904

17. Round the number .98721 to the ten-thousandths place. 0 / 5 pts *Auto-graded*

- .9872 ✓
- 1.00000
- .9870 ✗
- .9877

18. Subtract the following equation: 67.90 - 62.89 = 5 / 5 pts *Auto-graded*

- 5.01 ✓
- 5.00
- .501
- .0501

19. In the number 7,652,109 what number is in the hundred-thousands place? 5 / 5 pts *Auto-graded*

- 1
- 5
- 6 ✓
- 2

20. Add the following equation: 45.07 + 54.097 = 5 / 5 pts *Auto-graded*

- 9916.70
- 991.67
- 98.167
- 99.167 ✓

Student Self-Reflections:

1

Rebecca Malone

LP#10-
November 20th, 2019

How confident are you that you did well on today's post-assessment? *

4

2

Do you wish we spent any additional time on any of the topics in this post-assessment? *

I would have liked more time to review

3

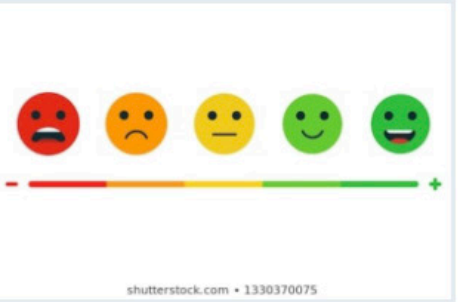
Are you guys excited for Thanksgiving?
Do you have any plans?
If so, what are they?

Yes we are going to my grammas to eat a bunch of food and hang out with family

1

Jack Pearson

LP#10-
November 20th, 2019



How confident are you that you did well on today's post-assessment? *

4

2

Do you wish we spent any additional time on any of the topics in this post-assessment? *

Some from the beginning.

3

Are you guys excited for Thanksgiving?
Do you have any plans?
If so, what are they?

Yes. I have plans to eat with my family.

ABC Reflection Template

YOUR NAME: Meghan Taylor

STUDENT NAME: Rebecca Malone & Jack Pearson
Lesson Plan #10- November 20th, 2019

Please type all responses in the boxes below (they will expand as you type). Once you are finished, save this as a word document and submit through Canvas **within 24 hours of tutoring your student** in the module.

AFFECT *Describe your feelings and emotions during the tutoring sessions. * DO NOT just list events that occurred or say things like "this was great". For example, what was your comfort level like during the sessions? Do you feel you are prepared to manage situations that arise? Can you sense a change in your feelings/emotions as you gain more experience during your service-learning hours? How are your attitudes towards struggling Math/Science students changing? Explain in detail and provide specific examples!*

As this was the last official lesson for the year, I wanted to get it done before Thanksgiving break so there would not be a big gap in between lessons, review, and their test. Additionally, I thought that it would be fun to do one or two small little fun activities during my last week here next week. After a long semester of working with me, I figured that they deserved to have some fun time to not focus on math and schoolwork and just have some fun. For this last lesson, it was simply the post-assessment. I decided to rewrite and change this post-assessment rather than using the original pre-assessment given to us. I found it too confusing and caused much un-needed stress and test anxiety. Rather, I created my own assessment through Microsoft Forms that was twenty questions long. I really believe that they have enjoyed using the Microsoft Forms program all semester long for their assessments and self-reflections, so I decide to continue this for the post-assessment. Additionally, this was an easy way to incorporate modernized technology into the lessons.

BEHAVIOR *Write about your own ACTIONS during your tutoring sessions – what kind of things did you DO. How did you ACT in the situations you experienced? How will you act in similar situations to come? How could you apply what you've been learning in class or outside resources to future situations in order to change your actions in a more positive manner? What can you learn from the actions of others, like your peers, the classroom teacher and/or paraprofessionals?*

When working with Jack and Rebecca, they have seemed to enjoy collaborative work more-so than I anticipated. Rebecca enjoys the collaborative work more-so than Jack, but I believe this can be attributed to her more social personality. Jack is shyer and more reserved, so I think collaborative work may intimidate him. However, once he worked with Rebecca more and more collaboratively, he began to open up more and really enjoy getting to learn from her and having the opportunity to teach her as well. Originally, Jack did not want to speak up when given the chance and relied more on Rebecca to do the speaking and initiate the group work. Rebecca gladly showed and helped Jack during the work, and it seemed as though she understood why he was shy. This did not make things awkward for her, but Rebecca really showed her beautiful helping personality by choosing to help Jack rather than leave him alone and not work with him.

CONTENT *Include connections to BOTH content you are learning during class sessions AND OTHER RESOURCES, SPECIFICALLY FROM PRIMARY RESEARCH JOURNAL ARTICLES. Demonstrate that you are critically thinking about the content and applying it in your tutoring sessions. If your student is having difficulty, look up what the research suggests and write about what you might try. Give examples. Reference literature, class discussions, and research. Be detailed and thorough – prove you are learning.*

Overall, the use of collaboration in the classroom helps students greatly improve their self-confidence and their self-concept over time (Nurhayati, N., Rosmaiyadi, R., & Buyung, B., 2017). Collaboration helps students relate themselves to their peers and gives them the dual perspective of working with other students. Self-efficacy is not the same as self-concept. Rather, self-efficacy acts as an active precursor of self-concept development" (Bong, M. & Skaalvik, E.M, 2003). While there are many differences between the two, "Both predict motivation, emotion, and performance to varying degrees" (Bong, M. & Skaalvik, E.M, 2003). Therefore, it is important to note how student's individual self-efficacy can relate into their self-concept as it begins to develop over the years.

References:

Nurhayati, N., Rosmaiyadi, R., & Buyung, B. (2017, October). Efforts to Improve Student's Self Confidence Using Collaborative Learning Model. *Jurnal Pendidikan Matematika Indonesia*, *2*(2), 57-62. doi:10.26737/jpmi.v2i2.223

Bong, M. & Skaalvik, E.M. (2003). Educational Psychology Review 15: 1. https://doi.org/10.1023/A:1021302408382

Findings

Throughout the semester, multiple teaching strategies were put in place to ensure a better quality of learning for Jack and Rebecca. First, it was made sure to work in a small group with only these two students. When tutoring a group of students, it is not as beneficial to work with a larger or whole group setting as there is not enough attention dedicated to the student's needs. Therefore, the two times a week that there was tutoring sessions, the three of us would work in a small group setting.

Within our small group, it was especially beneficial to work in collaboration. Throughout the lessons, Jack and Rebecca tended to work very individually and away from one another. Towards the ending lessons, more collaborative moments were induced to work with one another. Eventually, they saw the benefits of working with each other to "further one another's knowledge through the facilitation of collaboration" (Martino & Maher, 1999). The opportunities to collaborate with one another turned into a learning time for both of them. Rather than relying on myself to explain their errors, they would turn to each other and have the other one act as a teacher to help them. By having to explain their rationale, this furthered their knowledge of the topic and helped the other student see their errors.

Initially, the tutoring sessions took place at the designated tutoring desk in the hallway. This was an allocated area for teacher-candidates and pull out or resource teachers to work with students. This area was supposed to be beneficial for the students as it was away from the whole group setting and outside of the typical classroom. However, this area was not the best fit for tutoring. The hallway was filled with distractions, even when students were supposed to be learning in their perspective classes. Students would be out roaming the hallways during class time if they were kicked out, late to class, or simply did not want to attend class. Oftentimes, the students would begin to ask questions and distract the math tutoring times. Additionally, the hallway was too loud of an environment to focus on teaching.

As the hallway was not the best environment, the math tutoring sessions got moved into the library. While this took more time out of the lessons to allocate the time to walk there and back in the perspective amount of tutoring time, the library was a much better fit. Oftentimes, the library was empty, and we were the only group utilizing the space. The environment was always quiet, even on the off chance that other groups were in there. Overall, the library was a much better environment to work on tutoring as it allowed for greater concentration, focus, and less distractions.

Within the specific lessons, multiple other strategies were used and worked effectively for Jack and Rebecca. The main strategy that the latter half of the lessons revolved around the implantation of graph paper to align the different math problems accordingly (Wichita Public Schools, 2014). The graph paper alignment strategy allows the students to better visualize where the different numbers should be placed when completing the problem.

The graph paper was used in the adding decimals, subtracting decimals, and multiplying decimals lessons. Both Jack and Rebecca saw how much better they comprehended the different problems when they had the proper alignment. When doing their formative assessments at the end of the lessons, they were given the option to utilize the graph paper method or to use any other type of scrap paper they both saw fit. However, both Jack and Rebecca repeatedly used the graph paper to align their questions.

Additionally, different manipulatives were used to enhance Jack and Rebecca's learning. In the initial lessons regarding the place value of both whole numbers and numbers with decimals, the place value blocks were utilized as a physical and visual manipulative. These manipulatives benefit Jack and Rebecca as they "promote engagement with the mind with physical cues" (Sowell, 1989). By physically seeing how decimals and whole numbers are broke down into factors of ten, Jack and Rebecca would be able to better turn "semi-concrete knowledge into concrete knowledge through the use of manipulatives" (Marsh & Cooke, 1996).

In multiple other lessons, different place value charts were created to help them further break down the differentiation in the notations of the place value. The charts are used to help students organize information effectively while also comparing and contrasting the different similar aspects (Fennema, 1972). Jack and Rebecca could break down the different place value notations into their different base ten values through the use of these charts. Lastly, a multiplication chart was utilized to accommodate their math skills. As there was not a focus on learning the different multiplication facts, the chart helps students to "focus on the learning of the new multiplication skill rather than the focus on the multiplication facts" (Chappell & Strutchens, 2001).

Within all of the different lessons, technology was utilized to better enhance the instruction of all users. The utilization of computers were used on the latter half of the lessons during the formative assessment aspect. During the formative assessment and

self-reflection aspects of the lesson plans, Jack and Rebecca were asked to do these assessments virtually through the Microsoft Forms application via online. The classroom computers were utilized along with their Duval County emails given to them to log into the computers. On Microsoft forms, there is an immersive reader that helps students with visual impairments to read the questions. Additionally, it has the read aloud function that could benefit users who are English Language Learners (ELLs).

Overall, the utilization of these different teaching strategies and methods helped Jack and Rebecca improve their math skills. These different best-practice strategies ensured a better chance of understanding the material and generalizing the knowledge to their pre-algebra class and other future math classes. Without the use of these different strategies, it would have been much harder to explain the material in a way that would benefit Jack and Rebecca best.

Conclusion and Analysis of Data

Implications

Through the following charts and graphs of Jack and Rebecca's self-efficacy levels, their confidence levels fluctuate day to day and lesson to lesson. Jack and Rebecca monitored their own self-efficacy and confidence at the end of each lesson. They were asked their confidence levels through the self-reflections at the very end of each lesson. Additionally, they were individually verbally asked more specifically as to why they felt that confidence level applied to them that day.

This data collected is important to the inquiry project as it shows how the students actually felt about themselves. It was important to have them self-assess their confidence levels as an outsider cannot determine this for them.

Just as a person's emotions will change daily, so does their confidence levels. Some days they may have been more affected by their home-life as something may have happened. Some days they may have come to school late if they missed the school bus or tired from the night before if they did not sleep well. Their confidence levels are not meant to stay stagnant or constant. If their levels remained constant throughout the semester, the data would not have been reliable nor accurate.

The fluctuation in the confidence levels does not negatively affect Jack, Rebecca, or other students. Rather, the fluctuation shows the accuracy of the data collection. The self-efficacy self-assessments correlated greatly with their math formative assessments and progression of work throughout the lessons. Typically, Jack and Rebecca both indicated that they had lower forms of self-efficacy and confidence at the start of the lessons. However, on the second day of working on the same topic, they indicated that their confidence grew.

Due to this data, it can be concluded that Jack and Rebecca's self-efficacy positively correlates to their achievement in the math lessons. When there was a higher indication of confidence, there was also a higher level of achievement. The lessons changed every day as well as different environments and outside factors, as this inquiry project was not conducted within a controlled environment. However, these results are accurate in a school-setting application.

There may be instances in which an educator may feel as though their students are more confident in a certain aspect, when this is completely wrong. Additionally, the reciprocal may happen in which the teacher may believe that the students are not confident in the lesson when they are able to master the material. The only way to

truly analyze a student's self-efficacy is to have them self-assess their own levels of confidence and concept.

Jack and Rebecca have learned the effects that self-efficacy can have on one's self-concept and self-efficacy. When asking to rate their confidence, it was always made sure to discuss the implications in which affected their confidence levels. Hopefully, Jack and Rebecca will continue to use the knowledge of self-efficacy to further self-assess how they are doing to connect back with their emotions.

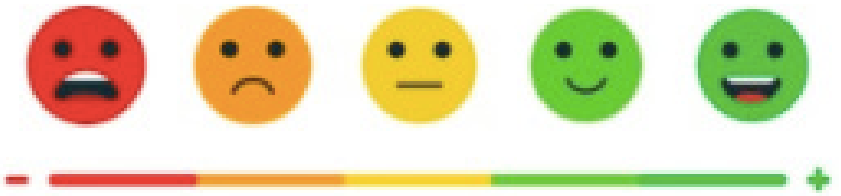
Students should be knowledgeable in the differing factors than can affect their achievement in classes. If a student is unaware of the different factors, then they may not be excelling as well as they could be if they were aware. These confidence results and the implications of a student's self-efficacy will also be shared with their teacher in hopes of extending these practices into their daily curriculum and math classes.

Graphs and other Media Representations of Data

The following charts, graphs, and data collection depict Jack Pearson's and Rebecca Malone's self-reflection of their confidence and self-efficacy levels on the days in which there was a small-group math lesson.

Student Confidence in Math Topics

At the completion of every lesson, students will complete the following table. Each day, students will track their confidence levels throughout different topics in math. They will track their confidence levels by rating their confidence on a scale of one to five. The different meanings of the levels are interpreted below. Oftentimes, students will answer their confidence levels orally and individually, or they will answer their confidence levels through their self-reflection process and form completed at the end of the lesson. Lessons that take more than one day will be tracked orally until the end of the lesson when they take their assessments and self-reflections.



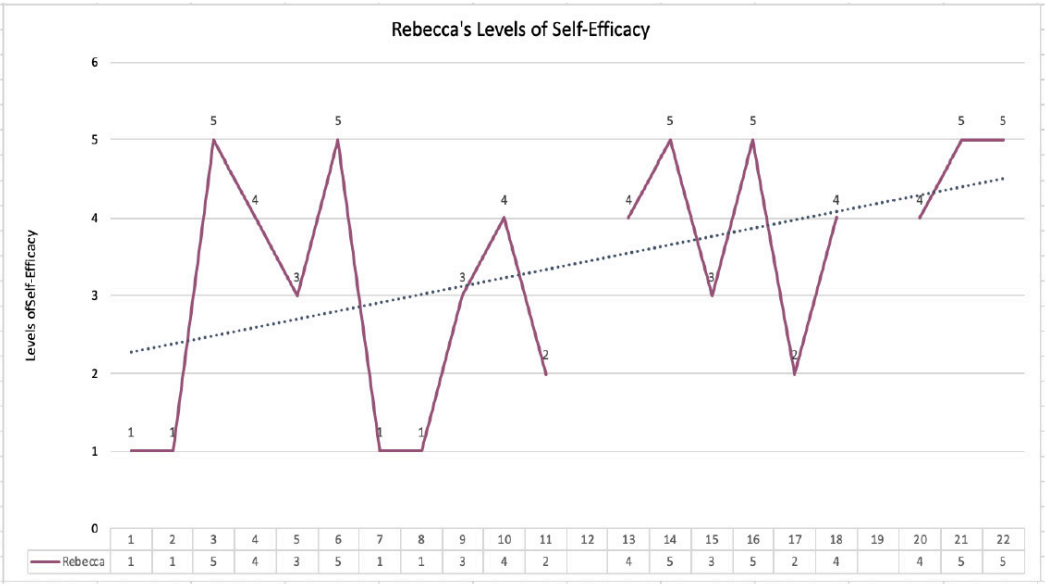
1. *Red Face-* Lowest; I have no confidence in the math that I completed today.
2. *Orange Face-* I have a little confidence in the math that I completed today.
3. *Yellow Face-* Median; I have some confidence in the math that I completed today.
4. *Light Green Face-* I have a good amount of confidence in the math that I completed today.
5. *Dark Green Face-* Highest; I have a LOT of confidence in the math that I completed today!

Week:	Date:	Math Topic:	Rebecca Malone	Jack Pearson
Week 2	August 26th, 2019	*n/a*	*No class for Field II*	*No class for Field II*
	August 28th, 2019	*Observation Day*	*Observation Day*	*Observation Day*
Week 3	September 2nd, 2019	*Labor Day*	*Labor Day*	*Labor Day*
	September 4th, 2019	*Hurricane Day*	*Hurricane Day*	*Hurricane Day*
Week 4	September 9th, 2019	*LP#1- Know your Student*	*Level 1-* (Based off of the interview) Confidence in math is very low; struggles with many topics below grade level	*Level 1-* (Based off of the interview) Confidence in math is very low; struggles with many topics below grade level
	September 11th, 2019	*LP#2- Pre-test*	*Level 1-* This test was too hard, and I had to leave some blank. I also did not have enough time.	*Level 1-* I was confused on a lot of my questions but I tried my best. I wish I had more time to do it.
Week 5	September 16th, 2019	*LP#3- Place Value (Whole Numbers)*	*Level 5-* I understood the names of place value better now. The chart helped me memorize them better.	*Level 5-* I liked how we got to make the chart with you. It helped me a lot.

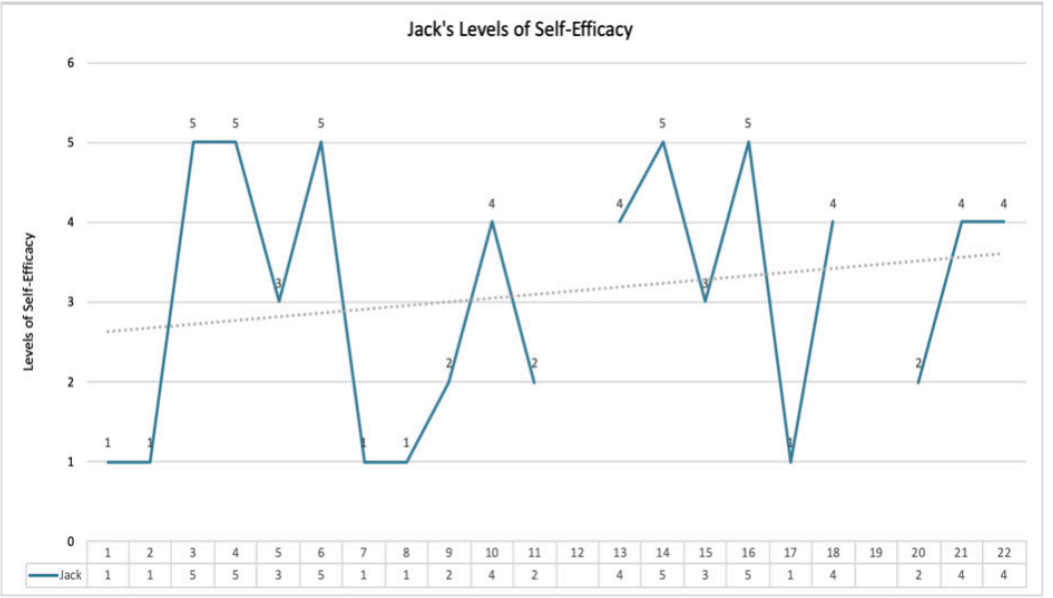
	September 18th, 2019	*LP#4- Place Value (Decimals)*	*Level 4-* The chart really helps me see the decimal names and helps me understand the names better.	*Level 5-* I know that the decimal names end in 'ths' now and the numbers without decimals don't.
Week 6	**September 23rd, 2019**	*LP #5- Rounding with Decimals*	*Level 3- (Verbal)* This still really confuses me separating the numbers	*Level 3- (Verbal)* The charts help me but it is still very hard.
	September 25th, 2019	*LP #5- Rounding with Decimals*	*Level 5-* The chart helps me to see where I need to write in my numbers	*Level 5-* The chart we made helps me to see what place to round my numbers to.
Week 7	**September 30th, 2019**	*LP #6- Writing Decimals in Numerical Notation*	*Level 1- (Verbal)* This is really hard because I mix the numbers up in the wrong places.	*Level 1- (Verbal)* I put the numbers in the wrong place and mix up where to put my numbers.
	October 2nd, 2019	*LP #6- Writing Decimals in Numerical Notation*	*Level 1- (Verbal)* I still do not really know how to do this, but the chart helps me understand more.	*Level 1- (Verbal)* I think the chart is helping me understand how to write my numbers the right way.
Week 8	**October 7th, 2019**	*LP #6- Writing Decimals in Numerical Notation*	*Level 3- (Verbal)* I am starting to understand this more and I am glad that we have more time to do this.	*Level 2-* I understand this a little better but this still confuses me a lot. You explain this and help me a lot.
	October 9th, 2019	*LP #6- Writing Decimals in Numerical Notation*	*Level 4-* I think I can do this now, but I still use the chart to help me put my numbers in the right place.	*Level 4-* I can write my numbers the right way but I still need the chart to keep my numbers in the right order, but I can make my own below the questions.
Week 9	**October 14th, 2019**	*LP #7- Adding with Decimals*	*Level 2- (Verbal)* When I have the graph paper, I know to align my numbers and adding is pretty easy.	*Level 2- (Verbal)* Adding is pretty easy but the graph paper really helps me see the numbers better.
	October 16th, 2019	*8th Grade Pre-ACT Testing*	*8th Grade Pre-ACT Testing*	*8th Grade Pre-ACT Testing*
Week 10	**October 21st, 2019**	*LP #7- Adding with Decimals*	*Level 4- (Verbal)* I know how to add very well but I guess I still need to use my fingers some.	*Level 4- (Verbal)* Adding is easy and I am very good at it.
	October 23nd, 2019	*LP #7- Adding with Decimals*	*Level 5-* I know how to add with and without decimals and I can do it without the graph paper.	*Level 5-* I don't need to use the graph paper to add with the decimals but it helps me.
Week 11	**October 28th, 2019**	*LP #8- Subtracting with Decimals*	*Level 3-* Sometimes when I borrow with 0s I don't do it correctly and it confuses me.	*Level 3-* Subtracting has always been hard for me.
	October 30th, 2019	*LP #8- Subtracting with Decimals*	*Level 5-* The graph paper helps me to line up the numbers and not forget where I am when I am subtracting.	*Level 5-* I like using the graph paper to remember where I am.

Week 12	**November 4th, 2019**	*LP #9- Multiplying with Decimals*	*Level 2*- Multiplying is really hard for me and I don't know how to do it fast	*Level 1*- Multiplying is super hard
	November 6th, 2019	*LP #9- Multiplying with Decimals*	*Level 4*- When using the multiplication table and graph paper I do better in multiplying	*Level 4*- The multiplication table helps me a lot
Week 13	**November 11th, 2019**	*Veteran's Day*	*Veteran's Day*	*Veteran's Day*
	November 13th, 2019	*Review*	*Level 4*- I think I am ready for the post-assessment, but I like to review just in case	*Level 2*- This review is helping me, but I want to do well on the test
Week 14	**November 18th, 2019**	*Review*	*Level 5*- I am going to do great on the test next week. I am really prepared	*Level 4*- I think I will do really well on the test
	November 20th, 2019	*LP #10- Post-Test*	*Level 5*- I think I got an A or B on that test and I am very proud of myself	*Level 4*- I think I got a B on that test, but I still did really good
Holiday Break	**November 25th, 2019**	*Thanksgiving*	*Thanksgiving*	*Thanksgiving*
	November 27th, 2019	*Thanksgiving*	*Thanksgiving*	*Thanksgiving*

Lesson	Rebecca	Jack
Know your student	1	1
Pre-Test	1	1
Place Value (Whole #)	5	5
Place Value (Decimals)	4	5
Rounding with Decimals	3	3
Rounding with Decimals	5	5
Writing Decimals	1	1
Writing Decimals	1	1
Writing Decimals	3	2
Writing Decimals	4	4
Adding with Decimals	2	2
8th Grade Pre-ACT Test		
Adding with Decimals	4	4
Adding with Decimals	5	5
Subtracting with Decimals	3	3
Subtracting with Decimals	5	5
Multiplying with Decimals	2	1
Multiplying with Decimals	4	4
Veteran's Day		
Review	4	2
Review	5	4
Post-Test	5	4



Rebecca's positive trend line (the gray dotted line) of her self-efficacy has shown improvement and growth of her confidence levels over time. Her self-efficacy fluctuated depending on the day and the topics, but always managed to increase to a high level of 4 or 5 each time before progressing to the following lesson. The days where there is no data were the days of eighth-grade pre-ACT test and Veteran's day as there was no school.



Jack's positive trend line (the gray dotted line) of his self-efficacy has shown improvement and growth of his confidence levels over time. His self-efficacy fluctuated depending on the day and the topics, but always managed to increase to a high level of 4 or 5 each time before progressing to the following lesson. The days where there is no data were the days of eighth-grade pre-ACT test and Veteran's day as there was no school.

Action Plan

According to the progress demonstrated through the lessons and post-assessment results, Jack and Rebecca have made leaps of improvement in these individual topics in math. These topics were chosen to be a guiding foundation for them. However, Jack and Rebecca should continue to receive math tutoring to further their math skills. In their general education pre-algebra class, they are currently not receiving any supports for their math needs. During whole-group instruction, both Jack and Rebecca are very quiet when asked questions, do not want to participate, and often lay their heads down to avoid working. These behaviors are primarily due to frustration of not understanding the concepts and material that their teacher is teaching them.

To ensure that Jack and Rebecca continue to keep learning, the following ideas are recommended and will be relayed to their mathematics teacher. It is recommended that Jack and Rebecca both receive the topics prior to learning of the lesson. If possible, it would be beneficial to provide Rebecca and Jack the topics and the corresponding lesson number in their textbooks so they have the chance to read ahead what they will be learning in class the following day. Additionally, it would benefit both students and the general class if there was a structured note system put in place. This could take the form of guided notes provided to the students to follow along with throughout the lesson. Guided notes are beneficial for students as they do not need to "struggle with keeping up with writing everything as there is an outline to follow" (Campana, 2009, p. 4).

Outside of the classroom, Jack and Rebecca would continue to benefit academically by the addition of a tutor or math support. This step is more difficult to come by, as there are no official accommodations written into an IEP as they both do not have a documented disability. However, Lake Shore would benefit greatly

as a whole if they offered tutoring for the plethora of subjects that they offer. Many students would take advantage of this tutoring and this would not only help Jack and Rebecca, but the entire Lake Shore population of students.

For the following math topics that would be beneficial to tutor Jack and Rebecca on would be division of numbers with decimals followed by converting decimals to fractions and converting fractions to decimals. These foundational topics in pre-algebra will continue to build the basis of their math understanding and to help Jack and Rebecca further excel in pre-algebra and future math classes in high school.

While these supports and teaching strategies could be added and implemented into Jack and Rebecca's school day, they should continue to monitor their work and what they are learning themselves. Throughout this past semester, there was a great emphasis on them self-assessing and monitoring their self-efficacy and achievement. While they were asked to do this through each lesson, these skills can continue to benefit both students greatly if they continue to monitor their emotions, their confidence, and any other factors that they see fit. This recommendation simply comes down to Jack and Rebecca themselves. They must decide whether or not they are going to continue with this and how they are going to continue to monitor their well-being and school achievement.

Jack and Rebecca are recommended to continue to take ownership of their learning. If they continue to make strides towards furthering and bettering their education, they will continue to improve academically. If they begin to not care about their grades and success in classes, then their success will not continue.

Professional Learning Community Log

PLC Meeting Log

Field II

Professional Learning Community Members: Meghan Taylor, Kelsey Betts, and Kelly Purdham

Professional Learning Community Meeting Time: Every Wednesday from 1:00-2:00 p.m. in the UNF Portable at Lake Shore

Date:	Topic/Discussion:	Time/Hours:
September 18th, 2019	For the first meeting, we began to discuss where we are in our lesson plans. I have the same math class as Kelsey, so I helped her create her pre-assessment lesson plan and helped her divvy up the assessment Mr. Wilson gave us into different sections and topics to teach our future lesson plans on. Kelly wasn't here today, so Kelsey and I mainly discussed about our math class. We also tried to come up with positive ways to help the classroom have more of a growth mindset and be more positive for students. We definitely hope that this can build a culture of learning, respect, and rapport with his students. Some examples of strategies we discussed were truly getting to know your students rather than just their face value and their grade in the class. (This strategy comes from: Article Link: https://eric.ed.gov/?id=EJ913629 *Journal of Physical Education, Recreation & Dance (JOPERD)*, v81 n7 p42-49 Sep 2010). This strategy really highlights the importance of knowing your student and suggests ways of getting to know your students. I hope something like this will result in better teaching and learning overall for their class.	1:00-2:00 p.m.; *1 hour*
September 25th, 2019	For the second meeting, all three of us were here today so it was exciting to officially have our meeting to be complete. Today, we primarily talked about the reading project and ideas and strategies we had to completing the project. Kelly and I are both in Mr. Tootle's civics class. His wife, Mrs. Tootle who is an ELA teacher for the school, gave us a phonics and fluency/comprehension assessment earlier this week. After looking over both parts, all three of us mutually decided that the phonics assessment was aimed at much younger kids, rather than our middle school aged students. Therefore, I gave them the idea I am using for the phonics part of the pre-assessment. Rather than using non-sense words, which are oftentimes confusing for ELLs, I have asked my students to decode and read twenty-five names. These names have different aspects and rules that are assessed in the phonics survey (short and long vowels, r controlled, blends, etc.). I believe that this form of the assessment will not make the students feel lesser of themselves as if they were asked to take a phonics assessment that was aimed for students in younger elementary years. (The name idea was found from: http://www2.nefec.org/learn/teacher/secondary/pa/research/assessing5.htm)	1:00-2:00 p.m.; *1 hour*

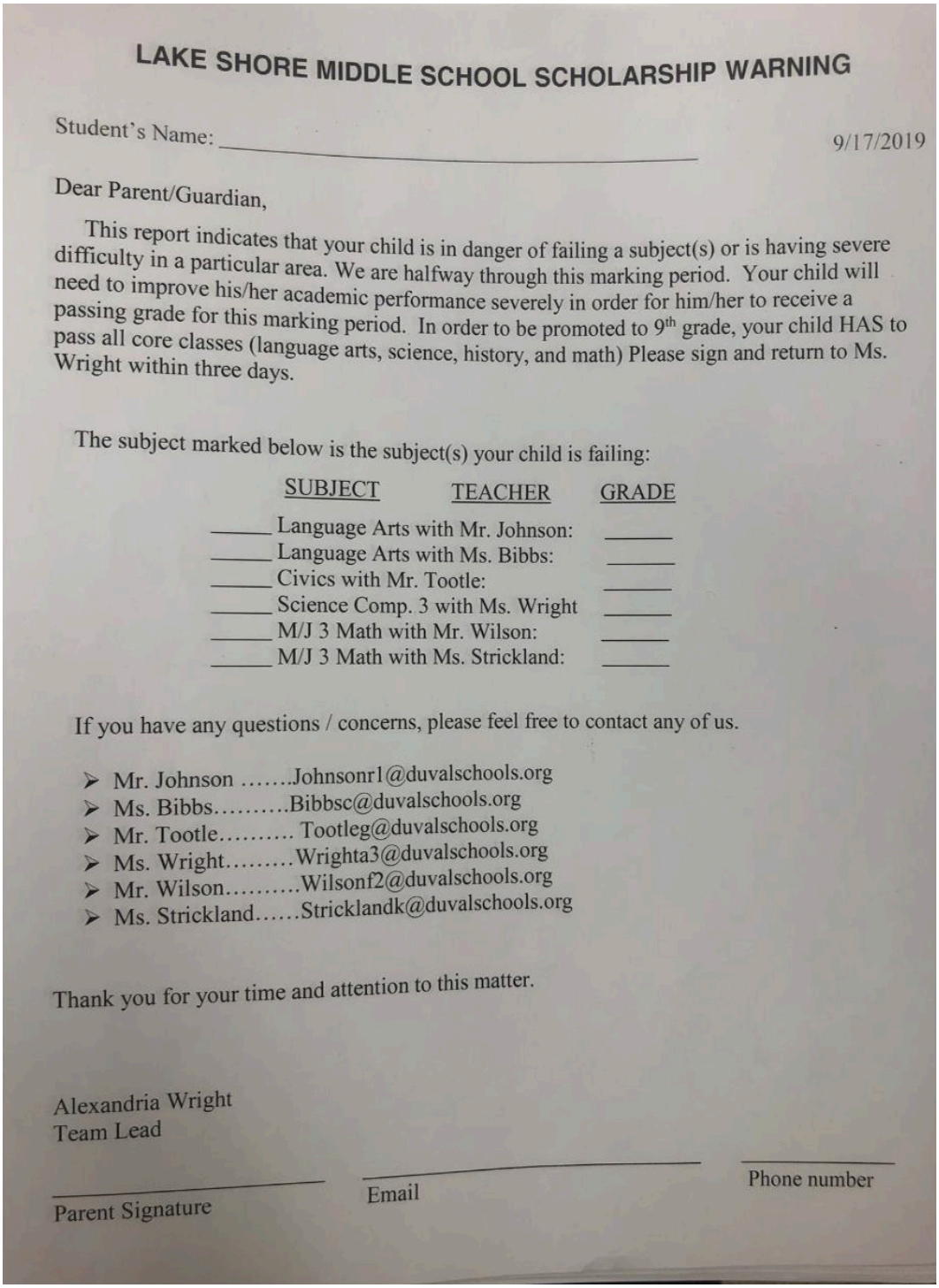
October 2nd, 2019	For the third meeting, Kelsey, Kelly, and I primarily talked about defiant students and methods we could think of to help each other with our own defiant students. Oftentimes, we find that our students are more defiant within a whole group instruction setting. But, when working with us in our small group settings, this is not so much the case. We have found this defiance not to be the case of an Individual classroom but spread across the school in both general education and CSS classrooms. Therefore, we decided to turn to some reading to help spark Ideas on how to possibly guide our mentor teachers into helping their more defiant students when It comes to whole group instruction. Together, we researched different peer-reviewed articles that could help us find new strategies to use in the classroom to help our defiant peers. In the end we found an article written and reviewed by Harvard University that highlighted different strategies to use in the classroom. Some of the strategies highlighted that we can pass onto our mentor teachers include: decreasing whole group time (increased small group or group work activities), allowing more time for discussions and questions, and building a more peaceful and work orientated environment (rather than an environment that is hostile). I hope that I can pass these ideas onto one of my mentor teachers to improve the classroom. (Article: https://dash.harvard.edu/bitstream/handle/1/16461057/LIIV-DISSERTATION-2015.pdf?sequence=1).	1:00-2:00 p.m.; *1 hour*
October 9th, 2019	For the fourth meeting, Kelly and I started talking about using the Vocabulary.com link Mr. Tootle gave us to create lessons structured around the vocabulary they are doing in class. This will definitely make creating lessons for our Reading Methods classes much easier. We also began to discuss teaching vocabulary strategies. We talked about this in Reading Methods the past two weeks and looked over some of the handouts that Mr. Collinsworth gave us. All three of us began talking about how we can help our mentor teachers cultivate a greater growth mindset. One of our math teachers would benefit greatly from a more positive and growth mindset as he is now approaching his teaching with a very fixed mindset. Having a growth mindset is a great model of thinking that will reflect greatly on our students and ourselves. When implemented, students will begin to transition out of their stagnant and fixed mindsets and begin to take a more positive approach to thinking and learning in general. (Article: https://thecornerstoneforteachers.com/truth-for-teachers-podcast/cultivate-growth-mindset-enjoy-teaching/)	1:00-2:00 p.m.; *1 hour*
October 16th, 2019	For this week, Kelsey, Kelly, and I talked primarily about our behavior intervention plans and different interventions that we will be using for our students. Both Kelsey and I are working with students who act out in forms of verbal aggression, so we were able to work together and collaborate different intervention findings we were researching. From most of my research, I found that social skills classes or mini courses are found to be successful and beneficial for students who act out in forms of verbal aggression. Luckily, I was able to find mini lessons that encompassed social skills teaching through the ULS framework utilized by Lakeshore. Together, we looked over some of the lessons that we could use for our students and designed a game plan for our intervention. By working together, we were able to find an appropriate intervention that has previous success in case studies and research findings. Ison, M. S. (2001, June 1). Training in social skills: an alternative technique for handling disruptive child behavior. *Sage Journals*, *903*(11). doi:https://doi.org/10.2466/pr0.2001.88.3.903 Poling, D. V., Smith, S. W., Taylor, G. G., & Worth, M. M. (2019, May). Direct verbal aggression in school settings. *Elsevier: Aggression and Violent Behavior*, *47*, 127-139. doi:https://doi.org/10.1016/j.avb.2019.01.010	1:00-2:00 p.m.; *1 hour*

October 23rd, 2019	For today's PLC, Kelly and I talked about the reading project and how we are coming along with teaching our lessons. We both feel like it's harder to pull students out for our reading project as Mr. Tootle's class wide lessons are very imperative and we feel bad pulling them away from what they are learning in Civics and working with them in reading. However, we do relate our lessons to the content that they are learning in class. All three of us are focusing on vocabulary for our lessons to connect with the content that they are learning, and vocabulary is one of the big five areas of reading. We learned in our first Language Arts for Exceptional Learners class and now in Reading Methods that learning vocabulary is imperative for comprehension. Without understanding the vocabulary presented in a specific article or piece of text, students will not be able to master and fully comprehend what they are reading. From an article that I found, pre-teaching vocabulary really allows students to fully understand the pieces of texts that they are reading because they have already been exposed to the new and unfamiliar words. Jenkins, J. R., Stein, M. L., & Wysocki, K. (1984, January 1). Learning Vocabulary Through Reading. *American Educational Research Journal*, *21*(4), 767-787. doi:https://doi.org/10.3102/00028312021004767	1:00-2:00 p.m.; *1 hour*
October 30th, 2019	For today's PLC, Kelly, Kelsey, and I primarily talked about our strategy papers for our Teaching Moderate and Severe classes. For this paper, we have to find a research based and peer-reviewed strategy that should be incorporated into the teaching of students with moderate or severe disabilities. Both Kelly and I are placed in Mr. Hancock's high rotation math CSS class for the Moderate and Severe field placement. For the strategy that I chose, I wrote about how assistive technology can be utilized as a tool for self-management. I shared this strategy with both Kelly and Kelsey and told them how the strategy is being utilized in Mr. Hancock's and many other classrooms at Lakeshore. Right now, Mr. Hancock is using low-tech forms of assistive technology through the form of their token system when the students use "bucks" to reward good behavior throughout the day. The token economy system employs assistive technology as a self-management tool because students manage their own behavior. They begin to understand, over time, that they are being rewarded for their good behavior. Therefore, they will begin to manage their behavior in order to gain these "bucks" over time to trade these in for a back-up reinforcer over time. Mechling, L. C. (2007). Assistive technology as a self-management tool for prompting students with intellectual disabilities to initiate and complete daily tasks: A Literature Review. *Education and Training in Developmental Disabilities*, *42*(3), 252-269.	1:00-2:00 p.m.; *1 hour*
November 6th, 2019	For this week's PLC, we shared Math Inquiry question ideas with each other. I told Kelsey and Kelly that I have been working to structure my project around student confidence and self-efficacy, and the factors that affect these. This week I shared how there are so many factors that affect student confidence, and how after the previous coaching session, I have researched how peer collaboration also positively affects student confidence and persistence levels. Often times, many teachers tend to stray away from group work or collaborative work in classrooms in fear of students copying from each other, but they forget that they can also learn from each other and help each other positively. Poellhuber, B., Chomienne, M., & Karsenti, T. (2008). The Effect of Peer Collaboration and Collaborative Learning on Self-Efficacy and Persistence in a Learner-Paced Continuous Intake Model. *The Effect of Peer Collaboration and Collaborative Learning on Self-Efficacy and Persistence in a Learner-Paced Continuous Intake Model*, *22*(3), 41-62.	1:00-2:00 p.m.; *1 hour*

November 13th, 2019	This week's PLC primarily focused on questions and collaboration for our Math Inquiry Project again, as this is the largest project of the semester. I decided to share the latest research I have been conducting for my project on student self-confidence. Most recently, I have been researching the factor of collaboration and whether or not collaboration has an impact on student self-confidence. When using a "A Collaborative Learning Model," in the classroom, students begin to build upon their self-confidence. They learn from each other and build on the knowledge that they have acquired from each other (Nurhayati, N., Rosmaiyadi, R., Buyung, B., p. 58, 2017). I thought this was very interesting to apply to everyone's tutoring work as we often work in collaborative and small group settings. Without even realizing it, we were helping our students build their own confidence by simply changing the environment in which we work in. Nurhayati, N., Rosmaiyadi, R., & Buyung, B. (2017, October). Efforts to Improve Student's Self Confidence Using Collaborative Learning Model. *Jurnal Pendidikan Matematika Indonesia*, *2*(2), 57-62. doi:10.26737/jpmi.v2i2.223	1:00-2:00 p.m.; *1 hour*
November 20th, 2019	For this week's PLC, we mainly discussed the Math Inquiry project once again. This is personally the biggest project of the semester and the one that I am most worried for. I know that many other students are worried about this as well, so my PLC has really been focusing on this. This week, I shared an article that compared the ideas of self-efficacy and self-concept. Originally, I believed that the two were nearly one in the same, that their names and titles were interchangeable. However, this is not the case. They do have many similarities, but self-efficacy leads to the development of self-concept. I shared how this is a major factor in student achievement. If students to do not feel confident in their abilities, they are less likely to do well. However, as educators, we have the power to change how students view themselves and their self-efficacy. Bong, M. & Skaalvik, E.M. Educational Psychology Review (2003) 15: 1. https://doi.org/10.1023/A:1021302408382	1:00-2:00 p.m.; *1 hour*
Total:		*10 hours total*

Appendix

1. Lake Shore Middle School Scholarship Warning Paper



LAKE SHORE MIDDLE SCHOOL SCHOLARSHIP WARNING

Student's Name: _____ 9/17/2019

Dear Parent/Guardian,

This report indicates that your child is in danger of failing a subject(s) or is having severe difficulty in a particular area. We are halfway through this marking period. Your child will need to improve his/her academic performance severely in order for him/her to receive a passing grade for this marking period. In order to be promoted to 9th grade, your child HAS to pass all core classes (language arts, science, history, and math) Please sign and return to Ms. Wright within three days.

The subject marked below is the subject(s) your child is failing:

	SUBJECT	TEACHER	GRADE
_____	Language Arts with Mr. Johnson:		_____
_____	Language Arts with Ms. Bibbs:		_____
_____	Civics with Mr. Tootle:		_____
_____	Science Comp. 3 with Ms. Wright		_____
_____	M/J 3 Math with Mr. Wilson:		_____
_____	M/J 3 Math with Ms. Strickland:		_____

If you have any questions / concerns, please feel free to contact any of us.

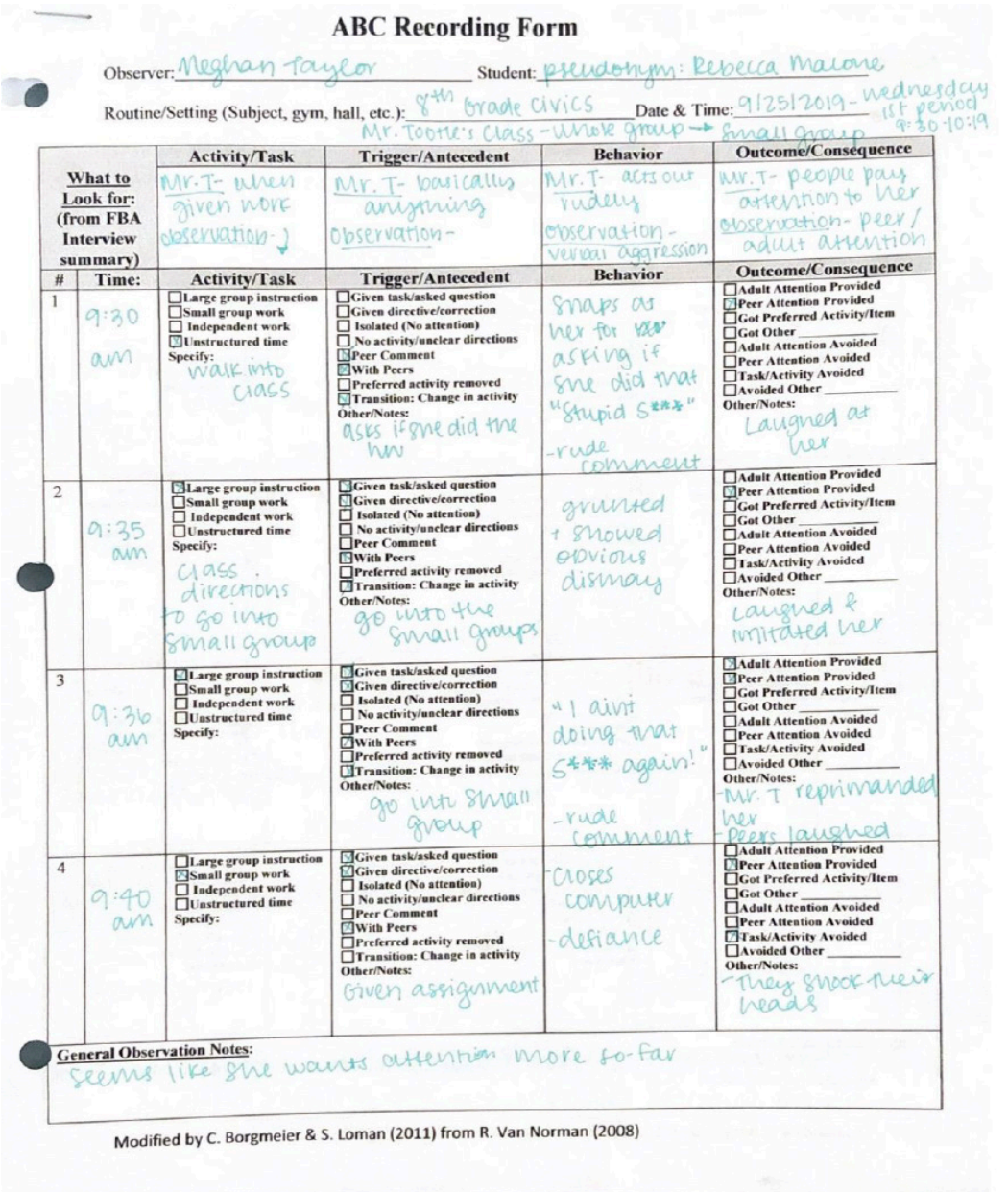
- Mr. Johnson …….Johnsonr1@duvalschools.org
- Ms. Bibbs…….Bibbsc@duvalschools.org
- Mr. Tootle……. Tootleg@duvalschools.org
- Ms. Wright……Wrighta3@duvalschools.org
- Mr. Wilson…….Wilsonf2@duvalschools.org
- Ms. Strickland……Stricklandk@duvalschools.org

Thank you for your time and attention to this matter.

Alexandria Wright
Team Lead

_____ _____ _____
Parent Signature Email Phone number

2.



ABC Recording Form

Observer: Meghan Taylor Student: pseudonym: Rebecca Malone

Routine/Setting (Subject, gym, hall, etc.): 8th Grade Civics Mr. Toone's Class - whole group → small group Date & Time: 9/25/2019 - Wednesday 1st period 9:30-10:19

What to Look for: (from FBA Interview summary)	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
	Mr. T- when given more observation-	Mr. T- basically assigning Observation-	Mr. T- acts out rudely Observation - verbal aggression	Mr. T- people pay attention to her Observation- peer / adult attention

#	Time:	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
1	9:30 am	☐ Large group instruction ☐ Small group work ☐ Independent work ☑ Unstructured time Specify: walk into class	☐ Given task/asked question ☐ Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☑ Peer Comment ☑ With Peers ☐ Preferred activity removed ☑ Transition: Change in activity Other/Notes: asks if she did the hw	snaps at her for "keep asking if she did that "stupid S***" - rude comment	☐ Adult Attention Provided ☑ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Other _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Avoided Other _____ Other/Notes: Laughed at her
2	9:35 am	☑ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify: class directions to go into small group	☑ Given task/asked question ☑ Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐ Peer Comment ☑ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes: go into the small groups	grunted + showed obvious dismay	☐ Adult Attention Provided ☑ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Other _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Avoided Other _____ Other/Notes: Laughed & imitated her
3	9:36 am	☑ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify:	☑ Given task/asked question ☑ Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐ Peer Comment ☑ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes: go into small group	"I aint doing that S*** again!" - rude comment	☑ Adult Attention Provided ☑ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Other _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Avoided Other _____ Other/Notes: - Mr. T reprimanded her - Peers laughed
4	9:40 am	☐ Large group instruction ☒ Small group work ☐ Independent work ☐ Unstructured time Specify:	☑ Given task/asked question ☑ Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐ Peer Comment ☑ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes: Given assignment	- Closes computer - defiance	☐ Adult Attention Provided ☑ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Other _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☑ Task/Activity Avoided ☐ Avoided Other _____ Other/Notes: - They shook their heads

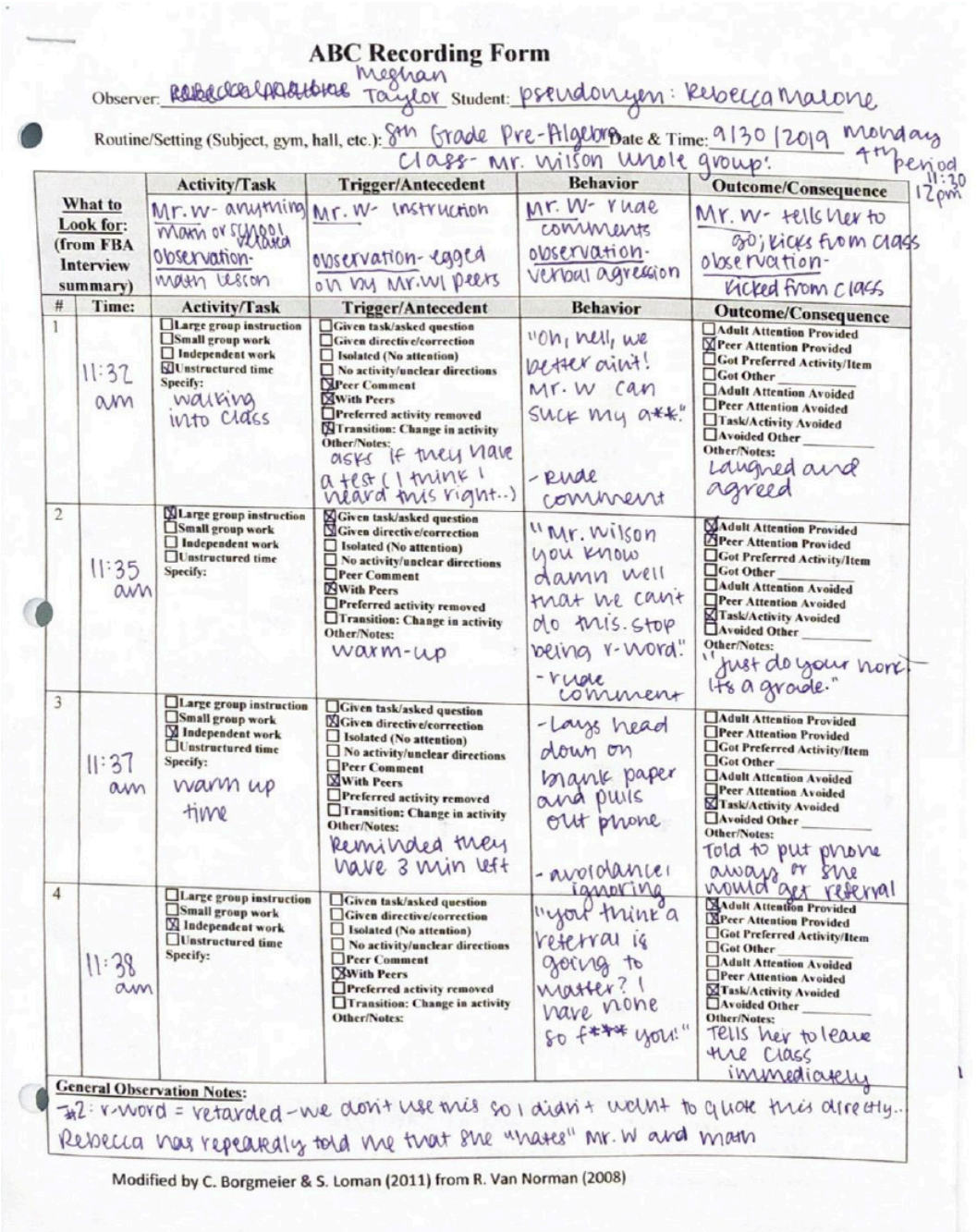
General Observation Notes: Seems like she wants attention more so-far

Modified by C. Borgmeier & S. Loman (2011) from R. Van Norman (2008)

#	Time:	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequen
5	9:45	☐Large group instruction ☒Small group work ☐Independent work ☐Unstructured time Specify:	☒Given task/asked question ☐Given directive/correction ☐Isolated (No attention) ☐No activity/unclear directions ☐Peer Comment ☒With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:	Still has computer closed & now has head down -rude comment	☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☒Task/Activity Avoided ☐Avoided Other _____ Other/Notes:
6	9:55	☐Large group instruction ☒Small group work ☐Independent work ☐Unstructured time Specify:	☒Given task/asked question ☒Given directive/correction ☐Isolated (No attention) ☐No activity/unclear directions ☐Peer Comment ☒With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: Mr. T asks how it's going	"Like s*** mr. Tootie!" (Screams) -rude comment	☒Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☒Task/Activity Avoided ☐Avoided Other _____ Other/Notes: -Mr. T reprimands -They laugh
7	10:03	☐Large group instruction ☒Small group work ☐Independent work ☐Unstructured time Specify:	☒Given task/asked question ☒Given directive/correction ☐Isolated (No attention) ☐No activity/unclear directions ☐Peer Comment ☒With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: "you guys should be close to being done!"	"I don't cave. I'll fail. who cares." - rude comment	☒Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☒Task/Activity Avoided ☐Avoided Other _____ Other/Notes: -Reprimand -Laughs
8	10:10	☐Large group instruction ☒Small group work ☐Independent work ☒Unstructured time Specify: clean up	☐Given task/asked question ☐Given directive/correction ☐Isolated (No attention) ☐No activity/unclear directions ☐Peer Comment ☒With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: clean up	shoves computer in wrong, walks away, shoves her way through	☐Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes: -grunts
9	10:19	☐Large group instruction ☐Small group work ☐Independent work ☒Unstructured time Specify: Line up for period transition	☒Given task/asked question ☐Given directive/correction ☐Isolated (No attention) ☐No activity/unclear directions ☐Peer Comment ☒With Peers ☐Preferred activity removed ☒Transition: Change in activity Other/Notes:	Throws backpack into other students	☒Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes: Reprimand

General Observation Notes:
- Lots of comments under breath
- Lays head down during the entire small group work
- Talked to other students the majority of the time

Modified by C. Borgmeier & S. Loman (2011) from R. Van Norman (2008)



ABC Recording Form

Observer: ~~Rebecca Malone~~ Meghan Taylor Student: pseudonym: Rebecca Malone

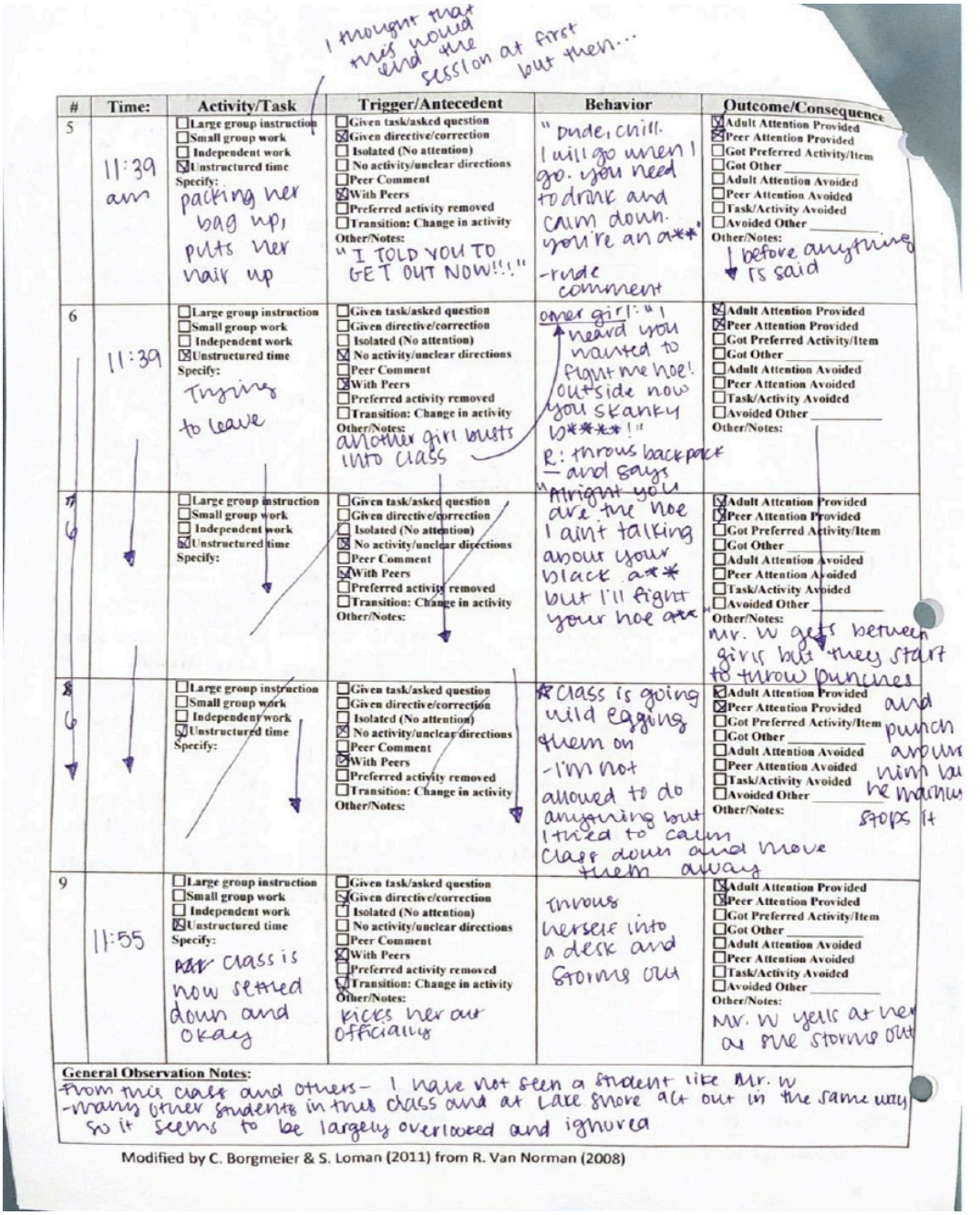
Routine/Setting (Subject, gym, hall, etc.): 8th Grade Pre-Algebra class- Mr. Wilson whole group. Date & Time: 9/30/2019 Monday 4th period 11:30 12pm

What to Look for: (from FBA Interview summary)	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
	Mr. W- anything math or school related observation- math lesson	Mr. W- instruction observation- egged on by Mr. W's peers	Mr. W- rude comments observation- verbal aggression	Mr. W- tells her to go; kicks from class observation- kicked from class

#	Time:	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
1	11:32 am	☐ Large group instruction ☐ Small group work ☐ Independent work ☒ Unstructured time Specify: walking into class	☐ Given task/asked question ☐ Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☒ Peer Comment ☒ With Peers ☐ Preferred activity removed ☒ Transition: Change in activity Other/Notes: asks if they have a test (I think I heard this right..)	"Oh, hell, we better ain't! Mr. W can suck my a**." - rude comment	☐ Adult Attention Provided ☒ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Other _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Avoided Other _____ Other/Notes: Laughed and agreed
2	11:35 am	☒ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify:	☒ Given task/asked question ☒ Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐ Peer Comment ☒ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes: warm-up	"Mr. Wilson you know damn well that we can't do this. Stop being r-word." - rude comment	☒ Adult Attention Provided ☒ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Other _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☒ Task/Activity Avoided ☐ Avoided Other _____ Other/Notes: "I just do your work. It's a grade."
3	11:37 am	☐ Large group instruction ☐ Small group work ☒ Independent work ☐ Unstructured time Specify: warm up time	☐ Given task/asked question ☒ Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐ Peer Comment ☒ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes: Reminded they have 3 min left	- Lays head down on blank paper and pulls out phone - avoidance/ ignoring	☐ Adult Attention Provided ☐ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Other _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☒ Task/Activity Avoided ☐ Avoided Other _____ Other/Notes: Told to put phone away or she would get referral
4	11:38 am	☐ Large group instruction ☐ Small group work ☒ Independent work ☐ Unstructured time Specify:	☐ Given task/asked question ☐ Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐ Peer Comment ☒ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes:	"You think a referral is going to matter? I have none so f*** you!"	☒ Adult Attention Provided ☒ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Other _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☒ Task/Activity Avoided ☐ Avoided Other _____ Other/Notes: Tells her to leave the class immediately

General Observation Notes:
#2: r-word = retarded - we don't use this so I didn't want to quote this directly..
Rebecca has repeatedly told me that she "hates" Mr. W and math

Modified by C. Borgmeier & S. Loman (2011) from R. Van Norman (2008)

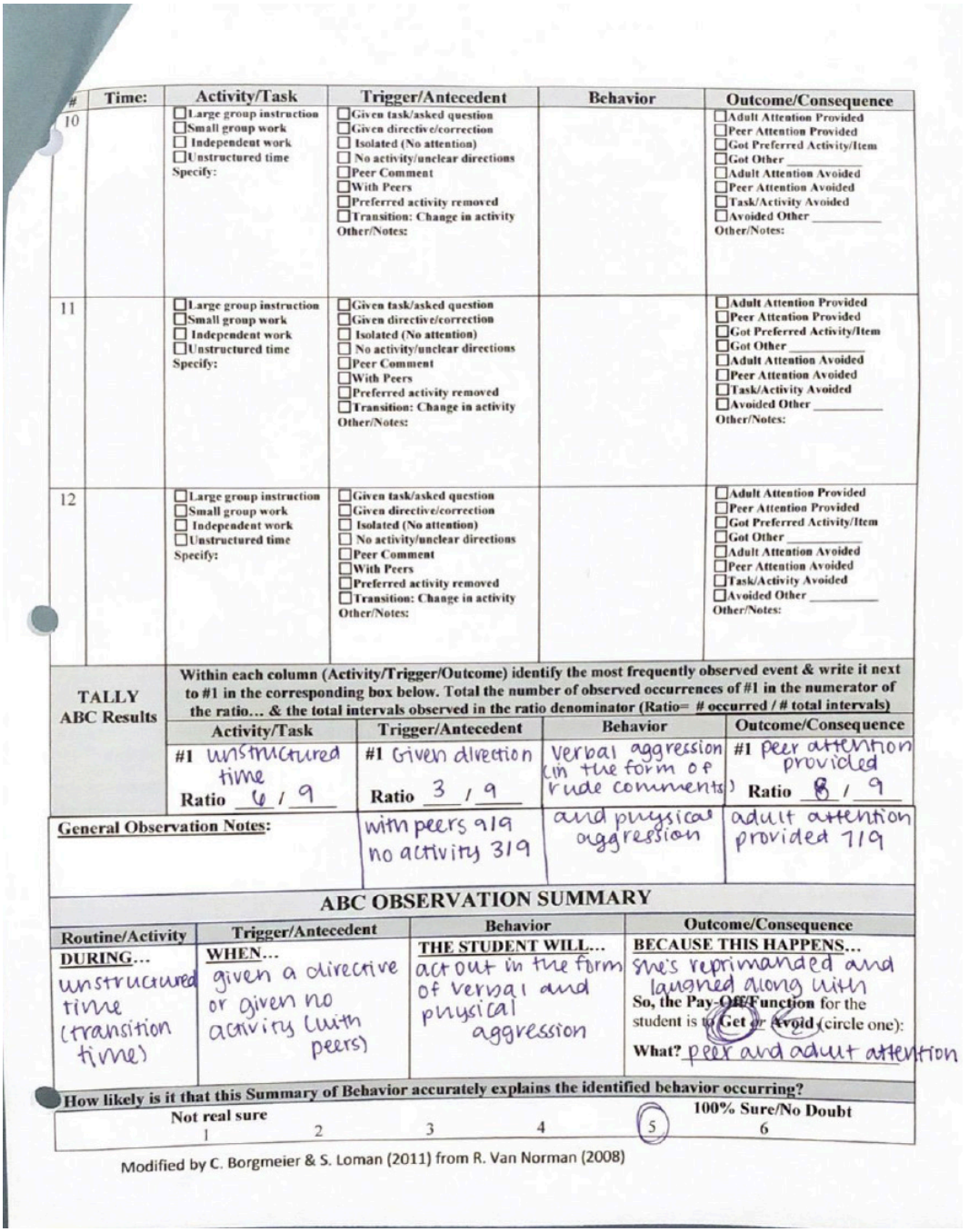


I thought that this would end the session at first but then...

#	Time:	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
5	11:39 am	☐Large group instruction ☐Small group work ☐ Independent work ☒Unstructured time Specify: packing her bag up, puts her hair up	☐Given task/asked question ☒Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐Peer Comment ☒With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: "I TOLD YOU TO GET OUT NOW!!!"	"dude, chill. I will go when I go. you need to drink and calm down. you're an a**" -rude comment	☒Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes: before anything is said
6	11:39	☐Large group instruction ☐Small group work ☐ Independent work ☒Unstructured time Specify: Trying to leave	☐Given task/asked question ☐Given directive/correction ☐ Isolated (No attention) ☒ No activity/unclear directions ☐Peer Comment ☒With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: another girl busts into class	other girl: "I heard you wanted to fight me hoe! Outside now you skanky b*****!" R: throws backpack and says "Alright you are the hoe I aint talking about your black a** but I'll fight your hoe a**"	☒Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes:
6		☐Large group instruction ☐Small group work ☐ Independent work ☒Unstructured time Specify:	☐Given task/asked question ☐Given directive/correction ☐ Isolated (No attention) ☒ No activity/unclear directions ☐Peer Comment ☒With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☒Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes: Mr. W gets between girls but they start to throw punches
6		☐Large group instruction ☐Small group work ☐ Independent work ☒Unstructured time Specify:	☐Given task/asked question ☐Given directive/correction ☐ Isolated (No attention) ☒ No activity/unclear directions ☐Peer Comment ☒With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:	*Class is going wild egging them on -I'm not allowed to do anything but I tried to calm class down and move them away	☒Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes: and punch around him he warns stops it
9	11:55	☐Large group instruction ☐Small group work ☐ Independent work ☒Unstructured time Specify: ~~Mr~~ class is now settled down and okay	☐Given task/asked question ☒Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐Peer Comment ☒With Peers ☐Preferred activity removed ☒Transition: Change in activity Other/Notes: kicks her out officially	throws herself into a desk and storms out	☒Adult Attention Provided ☒Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes: Mr. W yells at her as she storms out

General Observation Notes:
From this class and others- I have not seen a student like Mr. W
-many other students in this class and at Lake Shore act out in the same way
So it seems to be largely overlooked and ignored

Modified by C. Borgmeier & S. Loman (2011) from R. Van Norman (2008)



#	Time:	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
10		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given task/asked question ☐Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐Peer Comment ☐With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes:
11		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given task/asked question ☐Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐Peer Comment ☐With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes:
12		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given task/asked question ☐Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐Peer Comment ☐With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes:

TALLY ABC Results

Within each column (Activity/Trigger/Outcome) identify the most frequently observed event & write it next to #1 in the corresponding box below. Total the number of observed occurrences of #1 in the numerator of the ratio… & the total intervals observed in the ratio denominator (Ratio= # occurred / # total intervals)

Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
#1 unstructured time Ratio 6 / 9	#1 Given direction Ratio 3 / 9	Verbal aggression (in the form of rude comments)	#1 peer attention provided Ratio 8 / 9
General Observation Notes:	with peers 9/9 no activity 3/9	and physical aggression	adult attention provided 7/9

ABC OBSERVATION SUMMARY

Routine/Activity	Trigger/Antecedent	Behavior	Outcome/Consequence
DURING…	**WHEN…**	**THE STUDENT WILL…**	**BECAUSE THIS HAPPENS…**
unstructured time (transition time)	given a directive or given no activity (with peers)	act out in the form of verbal and physical aggression	she's reprimanded and laughed along with

So, the Pay-Off/Function for the student is to **Get** or ~~Avoid~~ (circle one):

What? peer and adult attention

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

Not real sure					100% Sure/No Doubt
1	2	3	4	(5)	6

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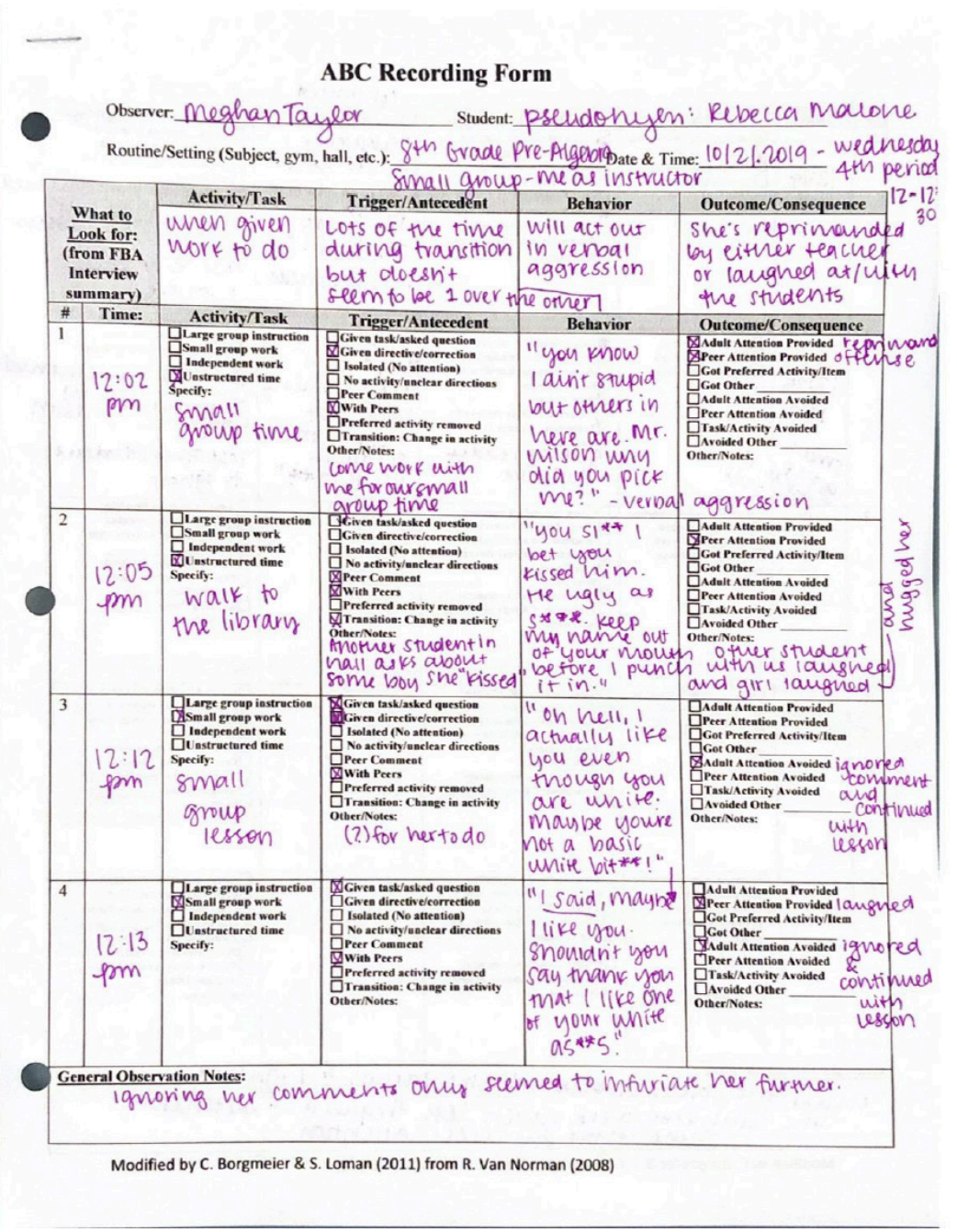

ABC Recording Form

Observer: Meghan Taylor Student: pseudonym: Rebecca Malone

Routine/Setting (Subject, gym, hall, etc.): 8th Grade Pre-Algebra Small group - me as instructor Date & Time: 10/21/2019 - wednesday 4th period 12:12:30

What to Look for: (from FBA Interview summary)	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
	when given work to do	Lots of the time during transition but doesn't seem to be 1 over the other	will act out in verbal aggression	She's reprimanded by either teacher or laughed at/with the students

#	Time:	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
1	12:02 pm	☐ Large group instruction ☐ Small group work ☐ Independent work ☒ Unstructured time Specify: small group time	☐ Given task/asked question ☒ Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐ Peer Comment ☒ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes: come work with me for our small group time	"you know I ain't stupid but others in here are. Mr. Wilson why did you pick me?" - verbal aggression	☒ Adult Attention Provided reprimand ☒ Peer Attention Provided offense ☐ Got Preferred Activity/Item ☐ Got Other _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Avoided Other _____ Other/Notes:
2	12:05 pm	☐ Large group instruction ☐ Small group work ☐ Independent work ☒ Unstructured time Specify: walk to the library	☐ Given task/asked question ☐ Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☒ Peer Comment ☒ With Peers ☐ Preferred activity removed ☒ Transition: Change in activity Other/Notes: Another student in hall asks about some boy she "kissed"	"you sl** I bet you kissed him. He ugly as s***. Keep my name out of your mouth before I punch it in."	☐ Adult Attention Provided ☒ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Other _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Avoided Other _____ Other/Notes: other student with us laughed and girl laughed and hugged her
3	12:12 pm	☐ Large group instruction ☒ Small group work ☐ Independent work ☐ Unstructured time Specify: small group lesson	☒ Given task/asked question ☒ Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐ Peer Comment ☒ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes: (?) for her to do	"oh hell, I actually like you even though you are white. Maybe you're not a basic white bit**!"	☐ Adult Attention Provided ☐ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Other _____ ☒ Adult Attention Avoided ignored comment and continued with lesson ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Avoided Other _____ Other/Notes:
4	12:13 pm	☐ Large group instruction ☒ Small group work ☐ Independent work ☐ Unstructured time Specify:	☒ Given task/asked question ☐ Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐ Peer Comment ☒ With Peers ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes:	"I said, maybe I like you. Shouldn't you say thank you that I like one of your white as**s."	☐ Adult Attention Provided ☒ Peer Attention Provided laughed ☐ Got Preferred Activity/Item ☐ Got Other _____ ☒ Adult Attention Avoided ignored & continued with lesson ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Avoided Other _____ Other/Notes:

General Observation Notes:
ignoring her comments only seemed to infuriate her further.

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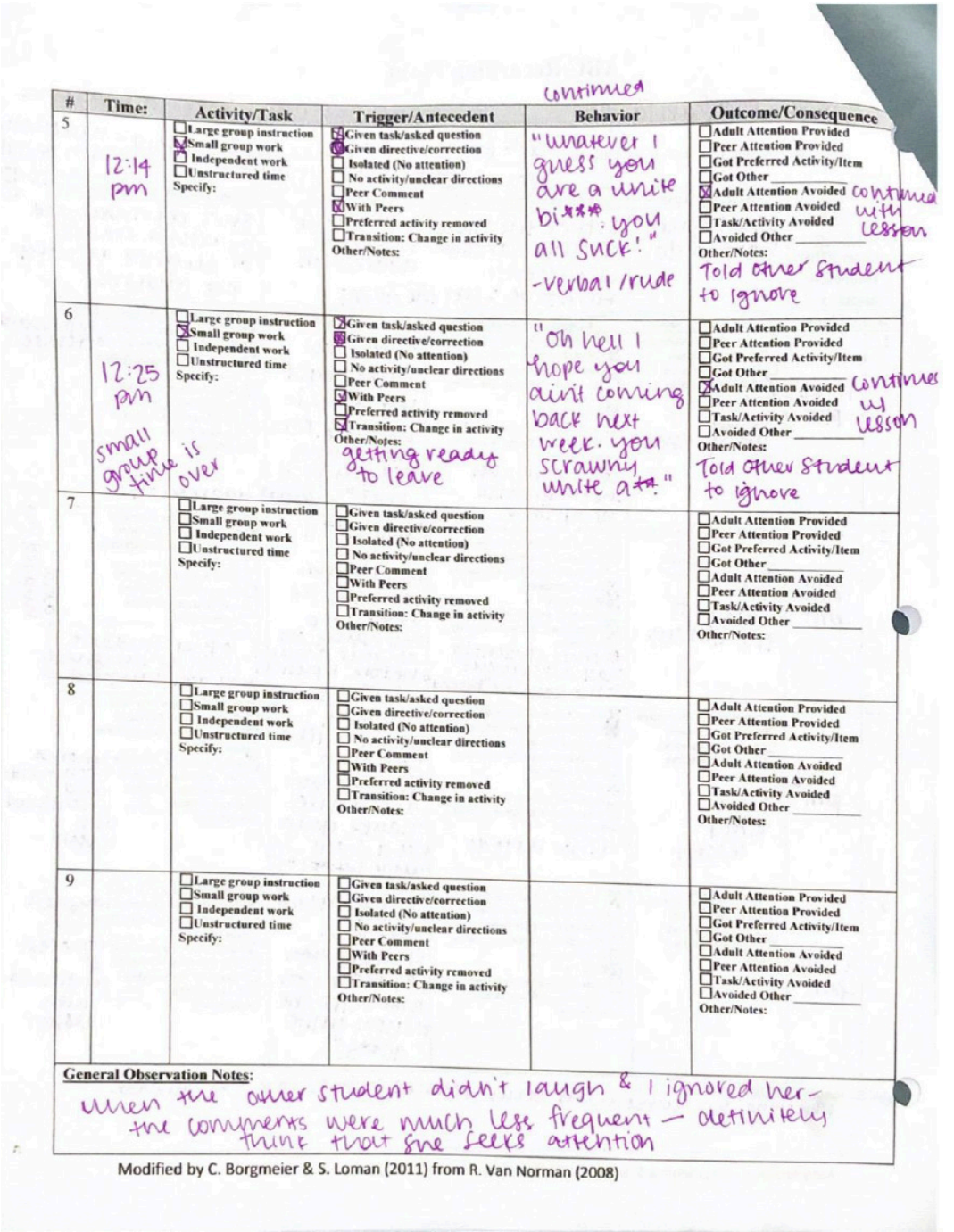
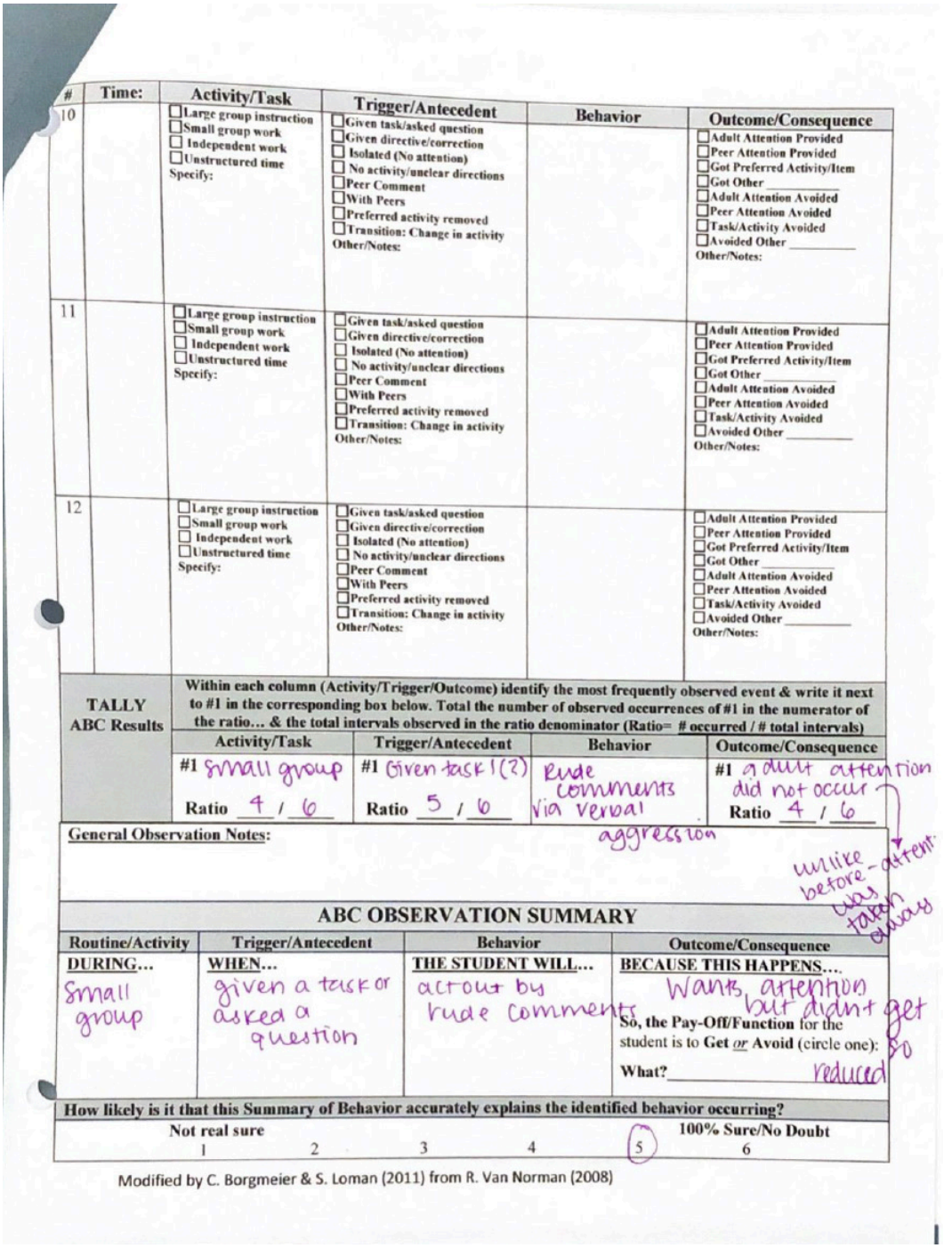


continued

#	Time:	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
5	12:14 pm	☐Large group instruction ☒Small group work ☐ Independent work ☐Unstructured time Specify:	☒Given task/asked question ☒Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐Peer Comment ☒With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:	"whatever I guess you are a white bi***. you all suck!" -verbal/rude	☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☒Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes: Told other student to ignore continued with lesson
6	12:25 pm small group time is over	☐Large group instruction ☒Small group work ☐ Independent work ☐Unstructured time Specify:	☒Given task/asked question ☒Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐Peer Comment ☒With Peers ☐Preferred activity removed ☒Transition: Change in activity Other/Notes: getting ready to leave	"Oh hell I hope you aint coming back next week. you scrawny white a**."	☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☒Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes: Told other student to ignore continues w lesson
7		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given task/asked question ☐Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐Peer Comment ☐With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes:
8		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given task/asked question ☐Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐Peer Comment ☐With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes:
9		☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify:	☐Given task/asked question ☐Given directive/correction ☐ Isolated (No attention) ☐ No activity/unclear directions ☐Peer Comment ☐With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes:

General Observation Notes:
When the other student didn't laugh & I ignored her- the comments were much less frequent — definitely think that she feels attention

Modified by C. Borgmeier & S. Loman (2011) from R. Van Norman (2008)



#	Time:	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
10		☐Large group instruction ☐Small group work ☐Independent work ☐Unstructured time Specify:	☐Given task/asked question ☐Given directive/correction ☐Isolated (No attention) ☐No activity/unclear directions ☐Peer Comment ☐With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes:
11		☐Large group instruction ☐Small group work ☐Independent work ☐Unstructured time Specify:	☐Given task/asked question ☐Given directive/correction ☐Isolated (No attention) ☐No activity/unclear directions ☐Peer Comment ☐With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes:
12		☐Large group instruction ☐Small group work ☐Independent work ☐Unstructured time Specify:	☐Given task/asked question ☐Given directive/correction ☐Isolated (No attention) ☐No activity/unclear directions ☐Peer Comment ☐With Peers ☐Preferred activity removed ☐Transition: Change in activity Other/Notes:		☐Adult Attention Provided ☐Peer Attention Provided ☐Got Preferred Activity/Item ☐Got Other _____ ☐Adult Attention Avoided ☐Peer Attention Avoided ☐Task/Activity Avoided ☐Avoided Other _____ Other/Notes:

TALLY ABC Results

Within each column (Activity/Trigger/Outcome) identify the most frequently observed event & write it next to #1 in the corresponding box below. Total the number of observed occurrences of #1 in the numerator of the ratio… & the total intervals observed in the ratio denominator (Ratio= # occurred / # total intervals)

Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
#1 small group Ratio 4 / 6	#1 Given task/(?) Ratio 5 / 6	Rude comments via verbal aggression	#1 adult attention did not occur Ratio 4 / 6

General Observation Notes:

unlike before - attention was taken always

ABC OBSERVATION SUMMARY

Routine/Activity	Trigger/Antecedent	Behavior	Outcome/Consequence
DURING… small group	WHEN… given a task or asked a question	THE STUDENT WILL… act out by rude comments	BECAUSE THIS HAPPENS…. Wants attention but didn't get so **So, the Pay-Off/Function** for the student is to **Get** *or* **Avoid** (circle one): **What?** reduced

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

Not real sure 1 2 3 4 (5) 100% Sure/No Doubt 6

Modified by C. Borgmeier & S. Loman (2011) from R. Van Norman (2008)

#1

Event Recording Form

Student: Rebecca Malone Date: October 7th, 2019

Class/ Teacher: Mr. Tootle- Small group time Observer: Meghan Taylor

Behavior: verbal aggression / talking out of turn - raising voice \ inappropriate comments

Instructions: Make a mark each time the behavior occurs.

Time	Tally	Total
Ex: 8:30-9:00 am	𝍸 𝍸 ||	12
9:30-10:19am	𝍸 𝍸 𝍸 ||	17

Additional comments:

Note: Event or frequency indicates how frequently a behavior occurs during a specified period of time.

#2

Event Recording Form

Student: Rebecca Malone Date: October 7th, 2019

Class/ Teacher: Mr. Wilson- whole group Observer: Meghan Taylor

Behavior: verbal aggression - talking out of turn
- raising voice - inappropriate comments

Instructions: Make a mark each time the behavior occurs.

Time	Tally	Total
Ex.: 8:30-9:00 am	𝍸 𝍸 ||	12
11:12-12:00	𝍸 𝍸 𝍸 ||||	19

Additional comments:

Note: Event or frequency indicates how frequently a behavior occurs during a specified period of time.

#3

Event Recording Form

Student: Rebecca Malone Date: October 9th, 2019

Class/ Teacher: Mr. Wilson - independent work Observer: Meghan Taylor

Behavior: verbal aggression < talking out of turn, raising voice, inappropriate comments

Instructions: Make a mark each time the behavior occurs.

Time	Tally	Total
Ex.: 8:30-9:00 am	𝍸 𝍸 ||	12
11:12 - 11:30	𝍸 |||	8
11:30 - 12:00	𝍸	5

warm up before small group

small group

> 13

Additional comments:
Rebecca seems to display her challenging behavior less when we work in small group as it is just me and one other student. This further leads me to believe that the function of her behavior is to gain attention.

Note: Event or frequency indicates how frequently a behavior occurs during a specified period of time.

intervention Data

Event Recording Form

Student: Rebecca Malone Date: 10/21/2019 - 11/6/2019

Class/ Teacher: Mr. Wilson (Math) Observer: Meghan Taylor

Behavior: verbal aggression

Instructions: Make a mark each time the behavior occurs.

Time	Tally	Total
Ex.: 8:30-9:00 am	𝍸 𝍸 ||	12
10/21/2019	𝍸 𝍸 𝍸	15
10/23/2019	𝍸 𝍸 |||	13
10/28/2019	𝍸 𝍸 |	11
10/30/2019	𝍸 𝍸 |	11
11/4/2019	𝍸 ||||	9
11/6/2019	𝍸 |||	8
[illegible]		
[illegible]		

11:42-12:00

Additional comments:

Note: Event or frequency indicates how frequently a behavior occurs during a specified period of time.

Post-Intervention Data

Event Recording Form

Student: Rebecca Malone Date: 11/12/2019- 11/20/2019

Class/ Teacher: Mr. Wilson (math) Observer: Meghan Taylor

Behavior: verbal aggression

Instructions: Make a mark each time the behavior occurs.

Time	Tally	Total
Ex.: 8:30-9:00 am	𝍸 𝍸 //	12
11/12/2019	𝍸 𝍸 I	11
11/13/2019	𝍸 IIII	9
11/18/2019	𝍸 IIII	9
11/20/2019	𝍸 IIII	9

11:12-12:00

Additional comments:

Note: Event or frequency indicates how frequently a behavior occurs during a specified period of time.

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